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ABSTRACT

Noting that knowledge of history is the precondition of political intelligence, Nevada's academic standards for history are intended to provide the framework for a comprehensive K-12 history education to prepare students for the responsibilities and challenges of life in the 21st century. It is imperative in today's global economy for Nevada students to understand the history of their community, state, nation, and the world and to realize that knowledge of a person's roots and a sense of an individual's place in humanity allow the individual the fullest sense of self and shared community on which both personal development and responsible citizenship depend. Standards 1 and 2 represent skills needed by students to understand the events of the past. Using chronology, students will organize as well as understand the sequence and relationship of events. Standards 3 through 10 cover the major eras and concepts to be learned in the study of world history, U.S. history, and Nevada history. Performance level descriptors are provided for grades 2, 3, 5, 8, and 12. (Includes a glossary.) (BT)

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ED 441 715

Nevada Academic Standards in the Social Studies

History

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SO 031 339

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Nevada History Standards
Introduction

History is the witness that testifies to the passing of time;
it illumines reality, vitalizes memory, [and] provides guidance in daily life.
Marcus Tullius Cicero

Knowledge of history is the precondition of political intelligence. Without history, individuals share no common memory of where they have been, what their core values are, or what decisions of the past account for present circumstances. Without history, individuals cannot undertake any sensible inquiry into the political, economic, or social issues of today. Historical knowledge and historical inquiry contribute to the skills necessary to be informed citizens, who can function effectively in the democratic process of a diverse society.

The complexities of modern life place a premium on those who transcend stereotypical thinking and who examine what happened in the past, why it happened, what the consequences were, and how improvements can be made in the future for the betterment of society. It is imperative in today's global economy for Nevada students to understand the history of their community, state, nation, and the world.

Knowledge of one's roots and a sense of one's place in humanity allow the individual the fullest sense of self and shared community on which both personal development and responsible citizenship depend. Through the study of history, our students will develop an appreciation of the contributions made by all nations as the humanities are integrated with political science, economics, and geography.

The history strand is divided into ten standards encompassing history skills and content. Standards one and two represent skills needed by students in order to understand the events of the past. Using chronology students will organize as well as understand the sequence and relationship of events. In order to study history successfully, students must also develop the vocabulary and concepts of history, and engage in inquiry, research, analysis, and decision making. Current technology tools for communication and research provide students with opportunities for historical investigations and presentations of knowledge. Standards three through ten cover the major eras and concepts to be learned in the study of World History, United States History and Nevada History.

The *Nevada History Standards* are intended to provide the framework for a comprehensive K-12 history education in preparation for the responsibilities and challenges of life in the twenty-first century.

History

Standard 1.0: Chronology: *Students use chronology to organize and understand the sequence and relationship of events.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier** grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything** required in **earlier grades** and:	**Students know and are able to do everything required in earlier grades and:**	
	1.3.1 Identify a current event.	1.5.1 Identify current events from multiple sources.	1.8.1 Describe how a current **event is presented by** multiple sources.	1.12.1 Analyze a current event and develop a position.	**Chronology**
1.2.2 Identify past, present, and future.	1.3.2 Record events on a **graphic organizer** such as a calendar or **time line**.	1.5.2 Create a time line.	1.8.2 **Explain the sequence** and relationship of events.	1.12.2 Interpret **tiered time lines**.	**Current Events**

Graphic organizer: A visual representation of information such as a chart, time line, or calendar.

Time line: A linear diagram indicating people, events, and/or issues in chronological order.

Tiered time line: A combination of two or more linear diagrams on which information concerning people, events, and/or issues of the same time period is displayed for comparison.

History

Standard 2.0: History Skills: *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision-making.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
	2.3.1 Ask history-related questions.	2.5.1 Ask a historical question and identify resources to be used in research.	2.8.1 **Frame** historical questions, which examine multiple viewpoints.	2.12.1 **Frame** and evaluate historical questions from multiple viewpoints.	**Inquiry**
		2.5.2 Organize historical information from a variety of sources.	2.8.2 Evaluate sources of historical information based on: • credibility • reliability • bias • cultural context • time period.	2.12.2 Integrate, analyze and organize historical information from a variety of sources.	**Research and Analysis**
			2.8.3 Read and use **informational tools** including: • charts • diagrams • graphs • maps • political cartoons • photographs • tables	2.12.3 Research, analyze, and interpret informational tools including: • charts • diagrams • graphs • tables • maps • political cartoons • photographs	**Research and Analysis**

Frame: To create or design a historical question on the topic being learned.
Informational tools: Any graphic source of data or information.

History

Standard 3.0: Pre-history to 400 CE: ***Students understand the development of human societies, civilizations, and empires through 400 CE***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
		3.5.1 Define **hunter-gatherer**.	3.8.1 Explain characteristics and environments of **hunter-gatherer.**	3.12.1 Identify and describe the characteristics of **pre-agricultural societies**.	**World**
			3.8.2 Identify significant characteristics of early agricultural societies including: • farming • **domestication** of animals	3.12.2 Describe technological innovations of early agricultural societies, including: • development of agriculture • **domestication** of animals • development of permanent communities	**World**
			3.8.3 Locate ancient and classical civilizations in time and place including: • China • Egypt • Greece • India • **Mesopotamia** • Rome	3.12.3 Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations including: • Africa • China • Greece • India • **Mesopotamia** • Rome	**World**

CE: A term for dating events or eras used in modern historical writing meaning "Common Era," synonymous with the older form "AD"

Hunter-gatherer: the term used to describe a person from a culture where the members hunt and/or gather their food.

Pre-agricultural society: A society in which economic activities are associated with hunting or gathering, and which are not associated with the domestication of animals or the production of crops.

Domestication: The taming of animals for human uses, or to adapt wild plants for cultivation.

Mesopotamia: Civilizations located between the Tigris and Euphrates Rivers in the Middle East.

History

Standard 3.0: Pre-history to 400 CE: ***Students understand the development of human societies, civilizations, and empires through 400 CE***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			3.8.4 Describe achievements made by ancient and classical civilizations including: • China • Egypt • Greece • India • **Mesopotamia** • Rome	3.12.4 Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations. • Africa • China • Greece • Hebrew kingdoms • India • **Mesopotamia** • Phoenicia • Rome	**World**
		3.5.5 Identify Nevada's Native American cultures, including: • Northern Paiute • Southern Paiute • Washoe • Western Shoshone	3.8.5 Describe the lifestyles of Nevada's Native American cultures.		**Nevada**

Mesopotamia: Civilizations located between the Tigris and Euphrates Rivers in the Middle East.

History

Standard 4.0: 1 CE to 1400: *Students understand the characteristics, ideas, and significance of civilizations and religions from1 CE to 1400.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.5.1 Identify explorations of the Vikings in North America.	4.8.1 Describe the North American explorations and settlements of the Vikings.	4.12.1 Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions including: • Africa • India • Byzantine • Japan • China • Vikings	**World**
			4.8.2 Locate and describe contributions of the Mayan, Aztec, and Inca civilizations.	4.12.2 Describe the Maya, Aztec, and Inca civilizations in terms of geography, social structure, religion, political systems, and contributions.	**World**
			4.8.3 Locate the geographic origins of major western and eastern religions, including: • Buddhism • Islam • Christianity • Judaism • Hinduism	4.12.3 Describe the origin, traditions, customs, and spread of western and eastern world religions including: • Buddhism • Islam • Christianity • Judaism • Hinduism	**World**
			4.8.4 Identify characteristics of European **feudalism**.	4.12.4 Describe the characteristics of European **feudalism**.	**World**
				4.12.5 Describe the rise of commercial trading centers and their effects on social, political, and economic **institutions**.	**World**

Feudalism: The economic, political, and social system in medieval Europe, in which land was held by vassals in exchange for military and other services given to overlords.

Institutions: Systems or methods of organizing activities. Economic Institutions - ways by which production, distribution, and exchange are organized. Social Institutions - ways in which cultural activities are organized. Political Institutions - ways in which governance is organized.

History

Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			5.8.1 Define the **Renaissance** in terms of science and **fine arts**.	5.12.1 Examine the impact of technological and artistic developments of the **Renaissance**.	**World**
				5.12.2 Explain the development of European **hereditary monarchies** and their effect on: • centralized government • religion • commerce and trade	**World**
				5.12.3 Explain the causes of the Reformation and its effects in Europe and the Americas.	**World/United States**
				5.12.4 Identify the influence of the Enlightenment on science, **fine arts**, literature, government, and philosophy of the Western world.	**World/United States**

Renaissance: The revival of art, literature, and learning in Europe in the 14th, 15th, and 16th centuries, beginning in Italy and spreading gradually to other European countries.

Fine arts: Art, photography, dance, sculpture, architecture, and music.

Hereditary monarchy: A kingship in which power is bestowed from one generation to the next.

History

Content Standard 5.0: 1200 to 1750: ***Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
	5.3.5 Identify North American life prior to European contact, including: • food • clothing • shelter	5.5.5 Describe North American life prior to European contact, including: • food • clothing • shelter • transportation • weapons	5.8.5 Describe Native American cultures in the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, Arctic and Sub-Arctic.	5.12.5 Compare common elements of Native American societies including • economic systems • family organization • housing • religion and values • language • political systems • social systems	**United States/Nevada**
		5.5.6 Describe expeditions of early explorers, including: • Christopher Columbus • Ferdinand Magellan	5.8.6 Describe motivations for Scandinavian and European explorations: • all-water route to Asia • trade • religion	5.12.6 Analyze the role of **nationalism**, economics, and religious rivalries in the **age of exploration**.	**World/United States**
5.2.7 Tell why we celebrate Thanksgiving Day.		5.5.7 Describe relationships among Native Americans, Europeans, and Africans.	5.8.7 Explain interactions between Native Americans, Europeans, and Africans.	5.12.7 Analyze interactions among Native Americans, Europeans, and Africans.	**World/United States**

Nationalism: The doctrine that national interest, security, and issues are more important that international considerations.

Age of exploration: A period of time in European history during which countries sponsored explorations of Africa, the Far East, and the Americas. (16th-17th centuries.)

History

Content Standard 5.0: 1200 to 1750: ***Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			5.8.8 Compare the lifestyles of North American natives with the colonists.	5.12.8 Analyze how the interrelationships of Native Americans, Africans, and Europeans resulted in a uniquely American **culture**.	**World/United States**
			5.8.9 Compare why early colonies were established by European nations in the Americas, and how they were governed.	5.12.9 Describe how European colonial communities in North America were similar and different in terms of politics, religion, language, economic, and social customs.	**World/United States**
		5.5.10 Describe colonial life in North America.	5.8.10 Describe lifestyles in the New England, Middle, Southern, and colonies.	5.12.10 Compare and contrast life in the New England, Middle, and Southern Colonies.	**United States**
			5.8.11 Describe African slave trade.	5.12.11 Explain the impact of world commerce, including the African slave trade.	**World**
				5.12.12 Describe the social, political, and economic characteristics and contributions of civilizations in Africa, China, India, and Japan.	**World**
				5.12.13 Describe how the Islamic empires were a link between Africa, Europe and Asia.	**World**

Culture: The ideas, customs, language and art of a given people at a given time. (Civilization)

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier** grades and:	**Students know and are able to do everything required in earlier** grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			6.8.1 Describe major inventions of the **Industrial Revolution**, including: • steam engine • textile machines	6.12.1 Explain the causes and results of the **Industrial Revolution**.	**World/United States**
				6.12.2 Describe the causes and effects of European wars, including the French and Indian War.	**World/United States**
			6.8.3 Describe the effect of laws and taxes enacted by the British on the American colonies, including: • Stamp Act • Intolerable Acts • Quartering Act	6.12.3 Explain the political, and economic causes and effects of the American Revolution.	**United States**
6.2.4 Tell why we celebrate the Fourth of July.		6.5.4 Identify the Declaration of Independence.	6.8.4 Explain the major ideas expressed in the Declaration of Independence, including: • equality • right to change government • life, liberty and the pursuit of happiness	6.12.4 Identify the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influence on the American Revolution.	**United States**

Industrial Revolution: A period of technological and economic innovations during the early 18th century in Europe and America.

History

Standard 6.0: 1700 to 1865: ***Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
	6.3.5 Identify patriotic symbols including: • eagle • flag • Liberty Bell • Statue of Liberty	6.5.5 Identify key people of the American Revolution, including: • George Washington • Ben Franklin	6.8.5 Describe key people and events of the American Revolution, including: • King George III • George Washington • Battle of Saratoga • Valley Forge • Lexington & Concord	6.12.5 Describe the events, course, and results of the American Revolutionary War, including the contributions of African and Native Americans.	**United States**
			6.8.6 Identify the Articles of Confederation.	6.12.6 Explain the issues of the **Confederation period**, including: • war debts/finance • western land • trade • taxation	**United States**
			6.8.7 Explain why the Constitution was written.	6.12.7 Describe the Constitution's underlying principles, including: • checks and balances • **federalism** • limited government • **popular sovereignty** • separation of powers	**United States**

Confederation Period: The period of time during which the United States operated under the Articles of Confederation. The Articles were proposed in 1777, ratified in 1781, and were used until the ratification of the Constitution in 1789.

Federalism: A form of government consisting of a union of states in which each member agrees to subordinate its governmental power to that of a central authority in common affairs.

Popular sovereignty: A principle of government in which the vote of the citizens is considered the final authority; also: A term applied during the Pre-Civil War Era to the proposed popular elections on the issue of slavery in previously unorganized territories.

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*

Grade 2	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		6.8.8 Identify the principles of the Bill of Rights.	6.12.8 Describe the issues involved in the **ratification** of the Constitution, including • main ideas of the *Federalist Papers* • main ideas of the **Anti-Federalists** • the Bill of Rights	**United States**
			6.12.9 Describe the influence of the American Revolution on Europe and the Americas.	**World/United States**
			6.12.10 Discuss the political events, people, and ideas that influenced European politics, including: • Napoleon • Metternich • Marx • Congress of Vienna	**World**

Ratification: The approval or confirmation of a governmental proposal; the confirmation of the adoption of a constitution.
Anti-Federalists: A term referring to those who opposed the ratification of the United States Constitution.

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				6.12.11 Describe achievements of European fine arts, and literature, including: • Beethoven • Byron • Dickens	**World**
			6.8.12 Define **capitalism** and **free market economy.**	6.12.12 Describe the rise of national economies, the emergence of **capitalism** and the **free market economy.**	**World/United States**
			6.8.13 Describe the early development of the United States government, including: • Establishment of presidential precedents during Washington's administration • political parties • the power of the Supreme Court and **judicial review**	6.12.13 Explain issues, events, and the roles of key people related to the development of United States political institutions, including: • George Washington's administration • The Marshall Court • extension of **suffrage** • political parties	**United States**

Capitalism: An economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit.
Free market economy: An economy in which the buying and selling of goods and services may be carried on without restrictions as to price and valuation.
Judicial review: A feature of the United States Constitutional system set forth in Marbury v. Madison in which the Supreme Court of the United States may declare an action of the executive or legislative branches unconstitutional.
Suffrage: The right to vote.

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
		6.5.14 Describe the relationship between the War of 1812 and the national anthem.	6.8.14 Describe the significance of the following in creating a national economic identity and foreign policy, including: • the cotton gin • the **factory system** • War of 1812 • Erie Canal • railroads • Monroe Doctrine • immigration/**nativism**	6.12.14 Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including: • development of the **factory systems**/impacts of significant inventions such as the cotton gin and interchangeable parts • territorial, trade, and shipping issues with Great Britain • War of 1812 • the creation of a national transportation system • Monroe Doctrine • growth and impact of immigration	**United States**
			6.8.15 Identify key people and events in the social reform movements of **antebellum United States**, including: • Dorothea Dix • Lucretia Mott • Sojourner Truth • Seneca Falls Declaration • Horace Mann	6.12.15 Describe the social reform and religious movements of **antebellum United States** which attempted to enhance life, including: • education reform • prison & mental health reform • **religious revival** • **Utopian movement** • women's rights	**United States**

Factory system: A system of manufacturing in which the steps or stages of production are housed in one or more buildings in close proximity.
Nativism: The practice or policy of favoring native-born citizens as against immigrants.
Antebellum United States: A period of United States History prior to the United States Civil War in 1861. The reference generally extends from the 1830's to the 1860's.
Religious revivals: A term designating the Great Awakening, and the Second Great Awakening in early United States History.
Utopian movement: A term referring to several attempts to establish "perfect" communities in the United States in the middle of the 19th century, including the New Harmony and Oneida experiments.

History

Standard 6.0: 1700 to 1865: ***Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			6.8.16 Recognize the development of a distinctive American culture, including contributions from: • poetry • literature • language development	6.12.16 Describe the contributions in language, literature, art and music that led to the development of a distinctive American culture, including: • Stephen Foster • Nathaniel Hawthorne • Hudson River School of Art • Henry David Thoreau	**United States**
	6.3.17 Describe the life of pioneers.	6.5.17 Describe experiences of pioneers moving west, including: • Donner Party • Oregon/California Trails	6.8.17 Describe **Manifest Destiny** and the expansion of the United States, including: • Lewis and Clark/Louisiana Purchase • Trail of Tears • the Battle of the Alamo • Treaty of Guadalupe-Hidalgo • Oregon/California Trails • Spanish Trail/Central Overland Trail/Mormon Trail • Donner Party • California Gold Rush	6.12.17 Explain the issue of **Manifest Destiny** and the events related to the expansion of the United States, including: • Louisiana Purchase • removal of the Eastern tribes • Oregon/California Trails • **Mexican War and acquisitions** • California Gold Rush • Homestead Act	**United States**

Manifest Destiny: An idea popular in the United States during the 1840's that held that the United States was destined to expand its boundaries over much of the North American continent, and perhaps into Central America as well.

Mexican War acquisitions: A term referring to that part of Mexico which became part of the United States as a result of the Treaty of Guadalupe-Hidalgo and the Gadsen Purchase of 1853.

History

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Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		6.5.18 Identify explorers and settlers in pre-territorial Nevada, including: • Kit Carson • John C. Fremont • James Beck-wourth • Peter Skene Ogden • Joseph Walker • Jedediah Smith	6.8.18 Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influence on the future, including: • Kit Carson • John C. Fremont • James Beckwourth • Peter Skene Ogden • Joseph Walker • Jedediah Smith		**Nevada**
			6.8.19 Describe the Mormon influence on the political and economic development of pre-territorial Nevada.		
			6.8.20 Define **abolition** and identify the key people and events of the movement, including: • Frederick Douglass • Harriet Tubman • Underground Railroad • Sojourner Truth	6.12.20 Explain **abolitionism** and summarize the important abolitionists and slave revolts, including: • John Brown • Frederick Douglass • William Lloyd Garrison • Harriet Beecher Stowe • Nat Turner	**United States**

Abolition, abolitionism: A movement in the United States calling for the prohibition of slavery.

History

Standard 6.0: 1700 to 1865: ***Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.***

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
		6.5.21 Identify the Civil War and final outcome, including: • Union and Confederacy • Generals Lee and Grant	6.8.21 Identify the causes, key people, events, and outcome of the Civil War, including: • States' Rights/slavery • Election of 1860 • President Lincoln • **Emancipation Proclamation** • Vicksburg and Gettysburg • Gettysburg Address • Generals Lee and Grant	6.12.21 Describe the causes, key people, events, and outcome of the Civil War, including: • States' Rights/slavery • Election of 1860 • Frederick Douglass • President Lincoln • **Emancipation Proclamation** • Vicksburg and Gettysburg • Gettysburg Address • Generals Lee and Grant	**United States**
		6.5.22 Explain the symbols, mottoes, and slogans related to Nevada, including: • "Battle Born" • State seal • Silver State • State flag	6.8.22 Explain why Nevada was admitted into the Union.		**United States/Nevada**

Emancipation Proclamation: A directive issued by President Abraham Lincoln, January 1, 1863, in which enslaved people in designated areas of the Confederate states were declared free.

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History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are** able to do everything required in earlier grades and:	**Students know and are able to do** everything required in earlier grades and:	**Students know and are able to do** everything required in earlier grades and:	
			7.8.1 Identify the 13th, 14th, and 15th Amendments to the Constitution.	7.12.1 Summarize the successes and failures of the **Reconstruction** period.	**United States**
			7.8.2 Identify the **Jim Crow laws.**	7.12.2 Describe the key people and significant issues concerning African-American rights, including: • Booker T Washington/Tuskegee Institute • **Jim Crow laws** • Plessy vs. Ferguson • W.B. DuBois/NAACP • Ida B. Wells/NACW	**United States**
			7.8.3 Discuss the conflict between settlers and Native Americans during the westward expansion.	7.12.3 Describe federal policy toward Native Americans in terms of: • Plains Wars • **reservation system** • Dawes Act	**United States**
			7.8.4 Describe the role played by Sarah Winnemucca Hopkins.		**Nevada**

Reconstruction: A period of United States History immediately following the United States Civil War during which southern states were reorganized politically. The period is generally considered to have ended with the withdrawal of Federal troops from the region in 1877.

Jim Crow laws: Laws enacted that legalized segregation of and discrimination against African-Americans after the United States Civil War. The expression "Jim Crow" refers to an early minstrel song.

Reservation system: A policy of the United States government to establish designated lands for Native Americans.

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			7.8.5 Describe the western frontier, including: • communication (i.e. pony express) • farming • mining • ranching • transportation	7.12.5 Describe the role of the railroads in the settlement of the West.	
				7.12.6 Describe the causes, issues, and effects of the **populist movement**.	**United States**
		7.5.7 Identify the contributions of the inventors and discoverers, including: • Thomas Edison • Wright brothers • Alexander Graham Bell • George Washington Carver	7.8.7 Describe effects of **industrialization** and new technologies on the transformation of the United States, including: • steel industry • mass production • **mechanized assembly line** • communication	7.12.7 Describe the effect of industrial technology innovations and **urbanization** on United States social and economic development.	**United States**

Populist movement: A movement in the rural areas of the United States seeking reforms in transportation (railroad regulation) and monetary policy (silver coinage).
Industrialization: The establishment of an economic and social system characterized by large industries, machine production, and the concentration of workers in urban areas.
Mechanized assembly line: An assembly line in which a worker performs a specialized task in assembling a product as it is passed along a mechanical conveyor system, usually consisting of belts or rollers.
Urbanization: The demographic process in which cities develop and grow.

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			7.8.8 Identify American industrialists, and their contributions, including: • Andrew Carnegie • Henry Ford • John D. Rockefeller	7.12.8 Describe the development of **corporate capitalism**, including: • J.P. Morgan • mass production • **vertical and horizontal integration**	**United States**
		7.5.9 Describe the contributions of immigrant groups to the United States	7.8.9 Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States	7.12.9 Explain the motivations for groups coming to the United States and describe their contributions to United States society.	**United States/Nevada**
				7.12.10 Describe nativism and explain the response to immigration into the United States	**United States**
		7.5.11 Describe the significance of Labor Day.	7.8.11 Describe the goals and accomplishments of labor unions.	7.12.11 Explain the origins and issues involved in the labor movement.	**World/United States**
				7.12.12 Describe the development and impact of the **Progressive Movement**, including: • government reform • Prohibition • trust busting	**World/United States/Nevada**

Corporate capitalism: An economic system in which corporations (companies owned by stockholders) own all or most of the means of production, distribution, and exchange and operate these for profit.
Vertical integration: An economic term referring to the organization of a monopoly of all the means, raw materials, and production of a given product.
Horizontal integration: An economic term referring to the monopolized control of the manufacture of a given product.
Progressive Movement: A movement in urban areas calling for reforms in government, social institutions, and social welfare.

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			7.8.13 Describe the women's **suffrage** movement and the 19th Amendment.	7.12.13 Describe the development of the women's **suffrage** movement and the passage of 19th Amendment.	**United States**
			7.8.14 Describe United States expansion, including: • Alaska • Hawaii • Panama Canal • Spanish-American War.	7.12.14 Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including: • Alaska • Hawaii • **Open door policy** • Spanish-American War • Panama Canal • Roosevelt foreign policy • **Dollar-diplomacy**	**World/United States**
				7.12.15 Explain the causes and effects of the Mexican Revolution of 1911.	**World/United States**
				7.12.16 Discuss the causes, characteristics, and consequences of European and Japanese expansion.	**World**

Suffrage: The right to vote.

Open Door Policy: A proposal made in 1899 by United States Secretary of State John Hay asking that those European nations with leaseholds or spheres of influence in China respect certain Chinese rights, and the ideal of fair competition.

Dollar Diplomacy: A popular term referring to the foreign policy of the William Howard Taft Administration using diplomacy to protect United States investments abroad, and utilizing economic incentives to uphold or direct foreign policy.

History

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	7.3.17 Identify the reasons Memorial Day and Veteran's Day are national holidays.	7.5.17 Describe the distinction between Veteran's Day and Memorial Day.	7.8.17 Identify causes, outcome, and consequences of World War I, including: • Sarajevo • Arms race/**alliances** • **nationalism** • weapons/tactics • Fourteen Points • Treaty of Versailles	7.12.17 Describe the causes, course, character, and effects of World War I, including: • **imperialism** • arms race/**alliances** • **nationalism** • weapons/tactics • Fourteen Points • Treaty of Versailles	**World/United States**
				7.12.18 Describe the causes and effects of the Russian Revolution. • Romanovs • Lenin • Bolsheviks • **Red Russians** • **White Russians**	**World**
				7.12.20 Explain how fine arts, literature, and leisure activities were a reflection of the times.	**World/United States**

Imperialism: A policy by which stronger nations attempt to create empires by dominating weaker nations economically, politically, or military, also called expansionism.
Alliances (World War I): Triple Entente - consisting of Great Britain, France and Russia; Triple Alliance - consisting of Germany, Austria-Hungary, and Turkey (later also Bulgaria).
Nationalism: The doctrine that national interest, security, and issues are more important that international considerations.
"Red" Russians: A term referring to the Bolsheviks, members of the majority Social Democratic Party of Russia, who seized power in the 1917 Russian Revolution.
"White" Russians: Name given to the Russians that opposed and fought the Bolsheviks ("Red Russians") in the 1917 Russian civil war.

History

Standard 8.0: Twentieth Century, a Changing World: 1920 to 1945: *Students understand the importance and impact of political, economic, technological, and social changes in the world from 1920 to 1945.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			8.8.1 Define **totalitarianism.**	8.12.1 Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America.	**World**
			8.8.2 Identify scientific and technological advancements and explain their impact, including: • airplane • radio • automobile • household appliances	8.12.2 Discuss the effects on society of new technologies of this era, including: • communication • transportation • manufacturing	**World/United States**
				8.12.3 Describe social tensions in the postwar era including: • **radical politics** • immigration restrictions • **religious fundamentalism** • racism	**United States**
			8.8.4 Explain how literature, music, and visual arts were a reflection of the times.	8.12.4 Describe how cultural developments in education, media, leisure activities, and the arts reflected and changed United States society.	**United States**

Totalitarianism: A government or state in which one political party or group maintains complete control under a dictatorship, and bans all others.
Radicals, radicalism (radical politics): A reference to various movements in the United States in the early 20th century including syndicalism (a proposed economic system in which production and distribution are controlled by trade union federations), anarchism, communism, and socialism.
Religious fundamentalism: A set of religious beliefs based on a literal interpretation of everything in the Bible and regarded as fundamental to Christian faith and morals; a 20th century movement among some Protestants in the United States based on these beliefs

History

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			8.8.6 Describe how the **Great Depression** and the New Deal affected life in the United States	8.12.6 Describe the policies and programs of the New Deal and their effects on social, political, diplomatic and economic **institutions**.	**United States**
			8.8.7 Identify causes, effects and outcome of World War II, including: • legacy of WWI • Pearl Harbor • **The Big Four** • Axis powers/leaders • atomic bomb • United Nations	8.12.7 Describe the causes, course, character, and effects of World War II, including: • legacy of WWI • campaigns and strategies • atomic bomb • significant military, political, and scientific leaders • **The Big Three** • United Nations • United States changing world status • war crimes trials	**World/United States/Nevada**

Great Depression: A term designating the economic problems of the United States and other nations during the 1930's.

Institutions: Systems or methods of organizing activities. Economic Institutions - ways by which production, distribution, and exchange are organized. Social Institutions - ways in which cultural activities are organized. Political Institutions - ways in which governance is organized.

Big Three (or Four, if Free France is included): World War II - Great Britain, Russia, United States; that is, those nations participating in the Yalta Conference 1945.

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			8.8.8 Identify key elements of the Holocaust, including: • "**Aryan Supremacy**" • **Kristallnacht** • "**Final Solution**" • **internment/death camps**	8.12.8 Describe the causes, course, and effects of the Holocaust, including: • "**Aryan Supremacy**" • Nuremburg Laws • **Kristallnacht** • "**Final Solution**" • **internment/death camps** • creation of Israel	**World/United States**
			8.8.9 Identify the effects of WWII on the home front in the United States and Nevada, including: • end of the Great Depression • **internment camps** • rationing • propaganda • "Rosie the Riveter"	8.12.9 Explain the effects of WWII on the United States, including: • **internment camps** • technologies • economic developments • civil rights • **GI Bill**	**United States/Nevada**

"Aryan Supremacy": An ethnological term with no recognized scholarly validity used by Nazis to mean the superiority of Caucasians of non-Jewish heritage. (Aryan refers to an Indo-Iranian language family).

Krystalnacht: A term given to the "Night of Broken Glass" during which Nazi troops stormed Jewish ghettos in Germany, November 1938, killing or capturing approximately 30,000 Jews, and destroying synagogues, homes, and property.

"Final Solution": A euphemism adopted by the Nazi government for the proposal at the Wansee Conference to exterminate Jews in Germany and in conquered territories.

Internment/death camps: A set of terms referring, in this benchmark, to the World War II camps that interred and/or killed those people considered political enemies of the Nazis.

Internment camps: Detention camps established primarily for persons of Japanese descent in the United States during World War II.

GI Bill: A reference to legislation enacted by Congress after World War II giving certain educational, vocational training, housing, health, and insurance benefits.

History

Standard 9.0: The Twentieth Century, A Changing World: 1945 to 1990: ***Students understand the shift of international relationships and power as well as the significant developments in American culture.***

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Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			9.8.1 Identify the Cold War, including: • Marshall Plan • Berlin Blockade • NATO • Warsaw Pact • Cuban Missile Crisis	9.12.1 Describe the causes and effects of the Cold War on foreign policy and economic issues related to: Europe: • Marshall Plan • Berlin • NATO Middle East: • Egypt and Israel • Afghanistan Asia: • Japan • China • Korea • Vietnam • SEATO Americas: φ Cuba φ United States	**World/United States**
			9.8.2 Identify the effects of the Cold War on the United States, including: • arms race/nuclear testing • **McCarthyism** • space race	9.12.2 Describe the effects of the Cold War on the United States, including: • arms race/nuclear testing • **McCarthyism** • space race • **Cuban Missile Crisis**	**United States**

McCarthyism: An expression applied to the search for Communists in various United States institutions during the 1950's, the term specifically refers to incidents in which this search was characterized by overzealousness.

History

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			9.8.3 Explain why the United Nations was involved in the Korean War and the outcome of its involvement.	9.12.3 Describe the cause, course, and character of the Korean War, including: • United Nations Security Council • Pusan perimeter • MacArthur • Inchon • Yalu River • Panmunjon • 38th Parallel	**World/United States**
				9.12.4 Explain how and why African and Asian peoples achieved independence from colonial rule.	**World**
		9.5.5 Identify major advancements in science and technology, including: • television • computers	9.8.5 Discuss how science and technology changed life in the United States after WWII, including: • television • electronics/computer • rocketry • medical advances	9.12.5 Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.	**World/United States**
			9.8.6 Summarize the changes in United States' **demographics**.	9.12.6 Describe the causes and effects of changing **demographics** and developing **suburbanization** in the United States.	**United States**

Demographics: The characteristics of a population as classified by age, gender, income, location, or employment for the purpose of research.

Suburbanization: The movement, especially after World War II, of people from cities to areas adjacent to urban areas and connected to them by some form of commuter transportation networks.

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			9.8.7 Describe the impact of the United States military and atomic testing in Nevada.		**Nevada**
	9.3.8 Identify Martin Luther King, Jr. and explain why we recognize his birthday.	9.5.8 Identify the major points in Martin Luther King's "I Have A Dream" speech.	9.8.8 Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including: • Rosa Parks • Martin Luther King, Jr. • *Brown vs. Board of Education* • voting rights • integration • Grant Sawyer	9.12.8 Describe the major issues, events, and key people of the Civil Rights and minority rights movements. • Black Power Movement • United Farm Workers • American Indian Movement • Viva La Raza • Women's Rights Movement • American Disabilities Act	**United States/Nevada**
			9.8.9 Identify the causes and effects of the Vietnam war, including: • Tet Offensive • Gulf of Tonkin Resolution • anti-war movement • Draft/lottery • POW/MIA	9.12.9 Describe the causes, course, character, and effects of the Vietnam war, including: • Ho Chi Minh • Dienbienphu • Ngo Dinh Diem • Gulf of Tonkin Resolution • Draft/lottery • Tet Offensive • anti-war movement • Paris Peace Accord • POW/MIA	**World/United States**

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				9.12.10 Describe the changes in United States political culture, including: • the role of the media • Watergate • United States hostage crisis in Iran • Iran/Contra Affair • Grenada/Panama	
				9.12.11 Describe how the foreign policies of Nixon, Reagan, and Bush contributed to the end of the Cold War, including: • Recognition of China • **Détente** • Disarmament Treaties • **"Star Wars"**	**World/United States**
			9.8.12 Describe the significance of the breakup of the USSR, including: • fall of the Berlin Wall • collapse of Communism • end of the Cold War	9.12.12 Describe the geopolitical changes in the world due to the disintegration of Communism.	**World/United States**
			9.8.13 Describe the effects of tourism and gaming on Nevada.		**Nevada**
			9.8.14 Identify examples of arts, music, literature, and the media on United States Society.	9.12.14 Summarize the influence of art, music, literature, and the media on United States society.	**United States**

Détente: Relaxation of strained relations between nations, especially among the United States, the Soviet Union, and China in the 1970s and late 1980s.
"Star Wars": (Strategic Defense Initiative) Satellite-operated defense system proposed by President Ronald Reagan in 1983.

History

Content Standard 10.0: New Challenges 1990 to the Present: *Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*

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Students know and are able to:	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	**Students know and are able to do everything required in earlier grades and:**	
			10.8.1 Describe scientific and technological developments, including: • personal computers • Internet • satellites • medical advances	10.12.1 Identify and explain the implications of scientific and technological achievements, including: • personal computers • Internet • satellites • **biotechnology**	**World/United States**
				10.12.2 Describe the effects of **political and economic alliances** on regional and global levels.	**World/United States**
		10.5.5 Identify major news events on the local, state, national, and world level.	10.8.3 Describe major world issues, including: • ethnic/religious conflicts • environmental issues • health issues	10.12.3 Describe how global issues affect nations differently, including: • human rights • the environment • world/United States regional conflicts • medical concerns	**World/United States/Nevada**
				10.12.4 Explain the causes and effects of the Persian Gulf War, including: • Kuwait invasion • world oil supply • changing alliances	**World/United States**

Biotechnology: The use of data and techniques of engineering and technology for the study of problems concerning living organisms.

Political, economic alliances: Terms referring to the creation of military and economic agreements and compacts in the 20th century, including NATO, NAFTA, and the European Economic Community, among others.

History

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				10.12.5 Describe the changing political climate in the United States, including: • the role of the media • the Clinton impeachment • the changing **political spectrum**	**United States**
				10.12.6 Explain how literature, music, and the visual arts are a reflection of the times.	**World/United States**

Political spectrum: The designation of political beliefs on a continuum from radical to reactionary.

Social Studies Performance Level Descriptors
History
Grade 2

Content Standard 1.0	**Chronology** – *Students use chronology to organize and understand the sequence and relationship of events.*
EXCEEDS STANDARD	• Gives examples of past and present events and make a prediction.
MEETS STANDARD	• Student can identify the difference between past, present and future
APPROACHES STANDARD	• Confuses past, present, and future events.
BELOW STANDARD	• Even with prompting, student continues to confuse past, present, and future events.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 1.0	**Chronology** – *Students use chronology to organize and understand the sequence and relationship of events.*
EXCEEDS STANDARD	• Can accurately recount the source and content of the current event. • Accurately records and describes events in chronological order.
MEETS STANDARD	• Identify the source of information for the current event. • Accurately records events in chronological order.
APPROACHES STANDARD	• Attempts to identify a current event source inaccurately. • Can record events in chronological order with errors.
BELOW STANDARD	• Even with prompting, unable to identify a current event source. • Even with assistance, unable to put events in chronological order.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 1.0	**Chronology** – *Students use chronology to organize and understand the sequence and relationship of events.*
EXCEEDS STANDARD	• Evaluate how different sources describe a current event. • Can accurately create and **annotate** a time line.
MEETS STANDARD	• Identify current events from multiple sources. • Can accurately create a single tier time line.
APPROACHES STANDARD	• Distinguish between sources but unable to describe differences in presentation. • Can create a single tier timeline with inaccuracies.
BELOW STANDARD	• Unable to identify multiple sources of current events. • Unable to create an accurate timeline.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 1.0	**Chronology** – *Students use chronology to organize and understand the sequence and relationship of events.*
EXCEEDS STANDARD	• Explain multiple viewpoints of current events. • Explain and interpret the sequence and causal relationship of events.
MEETS STANDARD	• Describe how a current event is presented by multiple sources. • Explain the sequence and relationship of events.
APPROACHES STANDARD	• Occasionally able to recognize multiple sources of a current events. • Can explain sequence but not relationship of events.
BELOW STANDARD	• Unable to recognize multiple viewpoints. • Confuses the sequence of events.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 1.0	**Chronology** – *Students use chronology to organize and understand the sequence and relationship of events.*
EXCEEDS STANDARD	• Analyze a current event. Develop and defend a position. • Analyze the relationship between events in a tiered timeline.
MEETS STANDARD	• Analyze a current event and develop a position. • Interpret tiered time lines.
APPROACHES STANDARD	• When taking a position, demonstrate a limited understanding of the current event. • Can identify a tiered timeline, but has difficulty interpreting.
BELOW STANDARD	• Develops an unsubstantiated position or one unrelated to the current event. • Displays limited understanding to a tiered timeline.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 2.0	**History Skills** – *Students will use social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making skills.*
EXCEEDS STANDARD	• Ask a question relating to the historical topic, which shows the need for a complex answer.
MEETS STANDARD	• Ask history-related questions.
APPROACHES STANDARD	• With prompting, can ask history-related questions.
BELOW STANDARD	• Unable to ask a history-related question.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 2.0	**History Skills** – *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.*
EXCEEDS STANDARD	• Develop insightful historical questions and uses multiple and appropriate resources. • Systematically organize ideas and restate facts and details of historical information from a variety of resources.
MEETS STANDARD	• Ask a historical question and identify resources to be used in research. • Organize historical information from a variety of sources.
APPROACHES STANDARD	• Ask a historical question that lacks insight about the topic. • Select historical information from multiple sources, which may be unfocused, insufficient, or from a limited number of sources.
BELOW STANDARD	• Unable to ask a historical question. • Provide historical information that may be extraneous, insufficient or may not answer the question.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 2.0	**History Skills** – *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.*
EXCEEDS STANDARD	• Summarize the significance of historical questions, which examine multiple viewpoints. • Compare and contrast multiple sources of historical information based on credibility, reliability, personal bias, cultural context and time period. • Interpret and apply historical information found in charts, diagrams, graphs, maps, photographs, political cartoons, and tables.
MEETS STANDARD	• Frame historical questions, which examine multiple viewpoints. • Evaluate sources of historical information based on credibility, reliability, personal bias, cultural context and time period. • Read and use historical information, including charts, diagrams, graphs, maps, photographs, political cartoons, and tables.
APPROACHES STANDARD	• Frame historical questions, which examine a single point of view. • Identifies some sources of historical information based on credibility, reliability, personal bias, cultural context and time period.

	• Inaccurately applies historical information from charts, diagrams, graphs, maps, photographs, political cartoons, and tables.
BELOW STANDARD	• Unable to frame historical questions which examine a single point of view. • Unable to evaluate sources of historical information based on credibility, reliability, personal bias, cultural context and time period. • Unable to coherently apply historical information from charts, diagrams, graphs, maps, photographs, political cartoons, and tables.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 2.0	**History Skills** – *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.*
EXCEEDS STANDARD	• Compare and contrast historical questions from multiple viewpoints. • Provides multiple examples that demonstrate the integration, analyze and organization of historical information. • Develop and defend a position using multiple sources of historical information. • Synthesize a variety of historical information obtained through use of charts, diagrams, tables, graphs, maps, political cartoons, and photographs.
MEETS STANDARD	• Frame and evaluate historical questions from multiple viewpoints. • Integrate, analyze, and organize historical information based on credibility, reliability, personal bias, cultural context and time period. • Analyze multiple sources of historical information and develop a position. • Research, analyze, and interpret using historical informational tools, including charts, diagrams, tables, graphs, maps, political cartoons, and photographs.
APPROACHES STANDARD	• Frame and evaluate historical questions from a single point of view. • Organizes historical information from a single source. • Analyze a single source of historical information and develop a position. • Research using historical informational tools, including charts, diagrams, tables, graphs, maps, political cartoons, and photographs.
BELOW STANDARD	• Frame but unable to evaluate historical questions from a single point of view. • Unable to organize historical information. • Develop a position using a single historical source. • Draw erroneous conclusions from charts, diagrams, tables, graphs, maps, political cartoons, and photographs.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 3.0	**Pre-History to 400 CE** – *Students understand the development of human societies, civilizations, and empires through 400 CE.*
EXCEEDS STANDARD	• Provide details and give examples of hunter-gatherers. • Describe characteristics of Nevada's Native American cultures.
MEETS STANDARD	• Define hunter-gatherer. • Identify Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.
APPROACHES STANDARD	• Defines hunter-gatherer, but is missing major characteristics. • Identify some Nevada's Native American cultures.
BELOW STANDARD	• Recall few facts about hunters or gatherers. • Confuses Nevada's Native American cultures.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 3.0	**Pre-History to 400 CE** – *Students understand the development of human societies, civilizations, and empires through 400 CE.*
EXCEEDS STANDARD	• Describe in detail and give examples of the characteristics and environment of a hunter-gatherer culture, in terms of housing, food, clothing and weapons. • Compare and contrast significant characteristics of early agricultural societies, including farming and domestication of animals. • Locate and describe the ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome. • Describe and provide examples of ancient and classical civilizations, including China, Egypt, Greece, India, Mesopotamia, and Rome. • Compare Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.
MEETS STANDARD	• Explain the characteristics and environments of a hunter-gatherer culture, in terms of housing, food, clothing, and weapons. • Identify significant characteristics of early agricultural societies, including farming and domestication of animals. • Locate ancient and classical civilizations in time and place including, China, Egypt, Greece, India, Mesopotamia, and Rome. • Describe achievements made by ancient and classical civilizations, including China, Egypt, Greece, India, Mesopotamia, and Rome. • Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.
APPROACHES STANDARD	• List limited characteristics and environment of a hunter-gatherer culture. • Identify only obvious characteristics of early agricultural societies, including farming and domestication of animals. • Locate some but not all ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome. • Limited description of achievements made by some ancient and classical civilizations. • Identify obvious characteristics and/or some locations of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.
BELOW STANDARD	• Confuse characteristics and environment of a hunter-gatherer culture. • Confuse characteristics of early agricultural societies. • Confuse the location of ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome. • Fails to describe the achievements of ancient and classical civilizations. • Can identify of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 3.0	**Pre-History to 400 CE** – *Students understand the development of human societies, civilizations, and empires through 400 CE.*
EXCEEDS STANDARD	• Compare and contrast with accuracy the characteristics of pre-agricultural societies. • Analyze technological innovations that led to the development of agriculture, domestication of animals, and formation of stable communities. • Draw inferences on how geography influenced the political, social and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome. • Cite and analyze the political, economic, religious, social, technological and cultural contribution of ancient classical civilizations, including Africa, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.
MEETS STANDARD	• Identify and describe the characteristics of pre-agricultural societies. • Describe technological innovations that led to the development of agriculture, domestication of animals, and formation of stable communities. • Explain and demonstrate how geography influenced the political, social and economic growth of ancient classical civilizations, including Egypt, China, Greece, India, Mesopotamia, and Rome. • Describe the political, economic, religious, social, technological and cultural contribution of ancient classical civilizations, including Africa, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.
APPROACHES STANDARD	• Identify but inaccurately describes the characteristics of pre-agricultural societies. • Identify a technological innovation that led to the development of agriculture, domestication of animals, and formation of stable communities. • Display limited knowledge how geography influenced the political, social and economic growth of ancient classical civilizations including Africa, China, Greece, India, Mesopotamia, and Rome. • Share information that describes the political, economic, religious, social, technological and cultural contribution of ancient classical civilizations, including Africa, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.
BELOW STANDARD	• Unable to describe characteristics of the characteristics of pre-agricultural societies. • Displays limited understanding of technological innovations that led to the development of agriculture, domestication of animals, and formation of stable communities. • Fails to demonstrate any understanding of how geography influenced the political, social and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome. • Give descriptions of ancient classical civilization, which are incomplete and/or erroneous.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 4.0	**1 CE to 1400:** *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*
EXCEEDS STANDARD	• Provide detailed examples of the Vikings exploration from Scandinavia to North World.
MEETS STANDARD	• Identify explorations of the Vikings to North America.
APPROACHES STANDARD	• Identifies the Viking presence in North America but confuses or is unable to accurately describe their explanations.
BELOW STANDARD	• Identify the Viking presence in North America.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 4.0	**1 CE to 1400:** *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*
EXCEEDS STANDARD	• List specific examples of the Vikings' exploits through Europe and their exploration route and settlement in North America. • Compare, with detailed examples, contributions of the Maya, Aztec, and Inca civilizations. • Compare the characteristics of major western and eastern religions. • Describe, with examples, some political and economic characteristics of European feudalism.
MEETS STANDARD	• Describe the North American explorations and settlements of the Vikings. • Locate and describe contributions of the Maya, Aztec, and Inca civilizations. • Locate the geographical origins of major western and eastern religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism. • Identify characteristics of European feudalism.
APPROACHES STANDARD	• Able to describe, with limited recall, the Vikings' exploration of North America. • Locate, but inaccurately describe, contributions of the Maya, Aztec, and Inca civilizations. • Locate the geographical origins of some major western and eastern religions. • Identify some characteristics of European feudalism.
BELOW STANDARD	• Aware of the Vikings' exploits, but unable to provide specific examples. • Unable to locate and/or describe contributions of the Maya, Aztec, and Inca civilizations. • Confuse the geographical origins of major western and eastern religions. • Confuse characteristics of European feudalism.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 4.0	**1 CE to 1400:** *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*
EXCEEDS STANDARD	• Explain and interpret the relationship between civilizations in terms of geography, social structure, religion, political systems and contributions, including Africa, Byzantine, China, India, Japan and Scandinavia. • Explain and interpret the relationship between the Maya, Aztec and Inca civilizations in terms of geography, social structure, religion, political systems and contributions. • Explain and interpret the origins, traditions, customs, and spread of western and eastern world religions, including but not limited to Buddhism, Christianity, Hinduism, Islam, Judaism. • Draw inferences of characteristics and effects of European feudalism. • Trace the rise of commercial trading centers and compare their effects on social, political and economic institutions.
MEETS STANDARD	• Locate and describe civilizations in terms of geography, social structure, religion, political systems and contributions, including Africa, Byzantine, China, India, Japan and Scandinavia. • Describe the Maya, Aztec and Inca civilizations in terms of geography, social structure, religion, political systems and contributions. • Describe the origins, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism. • Describe the characteristics of European feudalism. • Describe the rise of commercial trading centers and compare their effects on social, political and economic institutions.
APPROACHES STANDARD	• Locate but unable to accurately describe civilizations in terms of geography, social structure, religion, political systems and contributions, Africa, Byzantine, China, India, Japan and Scandinavia. • Locate but unable to accurately describe the Maya, Aztec and Inca civilizations in terms of geography, social structure, religion, political systems and contributions. • Locate but unable to accurately describe the origins, traditions, customs, and spread of western and eastern world religions including Buddhism, Christianity, Hinduism, Islam, Judaism. • Distinguish between characteristics of European feudalism. • Describe the rise of commercial trading centers.
BELOW STANDARD	• Unable to locate or describe civilizations in terms of geography, social structure, religion, political systems and contributions, Africa, Byzantine, China, India, Japan and Scandinavia. • Unable to locate or describe the Maya, Aztec and Inca civilizations in terms of geography, social structure, religion, political systems, and contributions. • Unable to locate or describe the origins, traditions, customs, and spread of western and eastern world religions including Buddhism, Christianity, Hinduism, Islam, and Judaism. • Identify characteristics of European feudalism. • Inaccurately describes the rise of commercial trading centers.

Social Studies Performance Level Descriptors
History
Grade 2

Content Standard 5.0	**1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 CE.*
EXCEEDS STANDARD	• Give examples of how the first United States Thanksgiving Day was celebrated.
MEETS STANDARD	• Tell why we celebrate Thanksgiving Day.
APPROACHES STANDARD	• Tell why we celebrate Thanksgiving Day with inaccuracies.
BELOW STANDARD	• Confuses Thanksgiving with other holidays.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 5.0	**1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 CE.*
EXCEEDS STANDARD	• Describe characteristics of North American life.
MEETS STANDARD	• Identify characteristics of North American life prior to European contact, include food, clothing, and shelter.
APPROACHES STANDARD	• Identify some, but not all, characteristics of North American life.
BELOW STANDARD	• Confuses characteristics of North American life.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 5.0	**1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 CE.*
EXCEEDS STANDARD	• Compare and contrast the characteristics of North American life prior to European contact, .including food, clothing, shelter, transportation, and weapons. • Trace and describe expeditions of early explorers. • Provide multiple examples illustrating relationships between Native Americans, Europeans, and Africans. • Recognize and provide examples of regional differences in colonial life in North America.
MEETS STANDARD	• Describe some characteristics of North American life prior to European contact, including food, clothing, shelter, transportation, and weapons. • Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan. • Describe relationships between Native Americans, Europeans, and Africans. • Describe colonial life in North America.
APPROACHES STANDARD	• Describe some, but not all, characteristics of North American life prior to European contact. • Confuses explorers and their respective expeditions. • Share information on relationships between Native Americans, Europeans, and Africans, but lacks accuracy and organization. • Identify some characteristics of colonial life in North American.
BELOW STANDARD	• Inconsistently describe some characteristics of North American life prior to European contact. • Can name some early explorers. • Attempt to share information on the relationships between Native Americans, Europeans, and Africans, but is inaccurate. • Confuses characteristics of colonial life in North America.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 5.0	**1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 CE.*
EXCEEDS STANDARD	• Provide detailed examples of how the Renaissance influenced science, transportation, government and the fine arts. • Compare and contrast the Native American cultures in the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Subarctic. • Critique motivations for European explorations. • Compare relationships between the Native Americans, Europeans, and Africans. • Compare the lifestyles of Native North Americans and colonists, including housing, food, clothing, weapons, and transportation. • Compare why early colonies were established by European nations in the Americas and how they were governed. • Compare how lifestyles differed in the Middle, Southern, and New England colonies. • Explain the relationship between trade routes and the effects of slavery on commerce in Africa.
MEETS STANDARD	• Define the Renaissance in terms of science and the fine arts. • Describe Native American cultures in the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Subarctic. • Describe motivations for Scandinavian and European explorations, including an all-water route to Asia, trade, and religion. • Explain interactions between Native Americans, Europeans, and Africans. • Compare the lifestyles of Native Americans and colonists, including housing, food, clothing, weapons, and transportation. • Explain why early colonies were established by European nations in the Americas and how they were governed. • Describe lifestyles in the New England Middle, and Southern, colonies. • Describe African slave trade.
APPROACHES STANDARD	• Can define the Renaissance, but has limited understanding of how it influenced science and the fine arts. • Can identify most Native American cultures, but not all. • Gives incomplete description of reasons for European explorations. • Confuses relationships between the North American, Europeans, and Africans. • Describe, with inaccuracies, the lifestyles of Native North Americans and colonists, including housing, food, clothing, weapons, and transportation. • Can explain why most, but not all, early colonies were established by European nations in the Americas, and how they were governed. • Describe some, but not all, lifestyle characteristics in the Middle, Southern and New England colonies. • Describe African slave trade with errors.
BELOW STANDARD	• Has difficulty defining the Renaissance influence on science, transportation, government and fine arts. • Can identify some of the Native American cultures, but not all. • Unable to explain why Europeans wanted to explore. • Unable to define relationships between the Native Americans, Europeans, and Africans. • Confuses the lifestyles of Native North Americans and colonists. • Can explain why some early colonies were established by European nations in the Americas and how they were governed. • Confuses lifestyle characteristics in Middle, Southern, and New England colonies. • Can define slavery.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 5.0	**1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 CE.*
EXCEEDS STANDARD	• Clarify and connect the impact of technological and artistic development of the Renaissance. • Compare and contrast the development of European hereditary monarchies and their effect on centralized government, religion, commerce and trade, industry, and class structure. • Critically analyze, using specific examples, the causes of the Reformation, and its effect on Europe and the Americas. • Explain the influence of the Enlightenment on science, art, government and philosophy in the Western world. • Compare and contrast, using significant detail, common elements of Native American societies including, family organization, religion and values, language, housing, economic systems, political structures, and social systems. • Using in-depth analysis, critically discuss the role of nationalism, economics, and religious rivalries in the age of exploration. • Analyze using multiple examples, the interactions between Native Americans, Europeans, and Africans. • Analyze, using detailed significant examples, how the interrelationships of Native Americans, Africans, and Europeans resulted in a uniquely American culture. • Systematically organize ideas, facts, and details describing how European colonial communities in North America were similar and different, in terms of politics, religion, language, economics, and social customs. • Compare and contrast the social, political and economic institutions in the North American colonies. • Provide detailed significant examples of the impact of world commerce and its effect on culture, social, political, and economic institutions in Africa, including the impact of the slave trade. • Provide detailed significant examples of social, political, and economic characteristics and contributions of civilizations in China, Japan and India. • Provide detailed, significant examples of the social, political and economic institutions created by the spread of Islam, including its role as a link between Africa, Europe and Asia.
MEETS STANDARD	• Examine the impact of technological and artistic developments of the Renaissance. • Explain the development of European hereditary monarchies and their effect on centralized government, religion, commerce and trade. • Explain the causes of the Reformation and its effect in Europe and the Americas. • Identify the influence of the Enlightenment on science, fine arts, literature, government and philosophy of the Western world. • Compare common elements of Native American societies including, family organization, religion and values, language, housing, economic systems, political structures, social systems. • Analyze the role of nationalism, economics, and religious rivalries in the age of exploration. • Analyze interactions between Native Americans, Europeans, and Africans. • Analyze how the interrelationships of Native Americans, Africans, and Europeans resulted in a uniquely American culture. • Describe how European colonial communities in North America were similar and different in terms of politics, religion, language, economics and social customs. • Compare and contrast life in the New England, Middle and Southern colonies. • Explain the impact of world commerce including the slave trade. Describe the social, political, and economic characteristics and contributions of civilizations in China, India, and Japan. • Describe how the Islamic empires were a link between Africa, Europe and Asia.

APPROACHES STANDARD	• Share information on the impact of technological and artistic development of the Renaissance. • Define hereditary monarchies and display minimal knowledge of their effect on centralized government, religion, commerce and trade, industry, and class structure. • Give incomplete explanation of the causes of the Reformation and its effect on Europe and the Americas. • Identify most, but not all, of the influences of the Enlightenment on science, art, government and philosophy of the Western world. • Explain and compare most, but not all, of the common elements of Native American societies, including, family organization, religion and values, language, housing, economic systems, political structures, and social systems. • Identify with some errors the role of nationalism, economics, and religious rivalries in the Age of Exploration. • Identify interactions between Native Americans, Europeans, and Africans. • Explain how the interrelationships of Native Americans, Africans, and Europeans resulted in a uniquely American culture. • Describe with limited detail how European colonial communities in North America were similar and different in terms of politics, religion, language, economics and social customs. • Describe New England, Middle and Southern colonies. • Identify with some errors the impact of commerce, including the slave trade. • Identify, with some errors, the social, political, and economic characteristics and contributions of civilizations in China, India and Japan. • Identify, with some errors, how the Islam was a link between Africa, Europe and Asia.
BELOW STANDARD	• Identifies the Renaissance, but is unable to list any technological and artistic developments of the Renaissance. • Defines hereditary monarchy, but cannot make connections to their effects on centralized government, religion, commerce and trade, industry, and class structure. • Confuses the causes of the Reformation and its effect on Europe and the Americas. • Identify some but not all, of the influence of the Enlightenment on science, art, government and philosophy of the Western world. • Identifies some common elements of Native American societies, including family organization, religion and values, language, housing, economic systems, political structures, and social systems. • Describe inadequately the role of nationalism, economics and religious rivalries in the age of exploration. • Unable to identify interactions between Native Americans, Europeans, and Africans. • Unable to explain how the interrelationships of Native Americans, Africans, and Europeans resulted in a uniquely American culture. • Identify European colonial communities in North America. • Fails to locate or differentiate New England, Middle and Southern colonies. • Identify world commerce and the slave trade, but is unable to show a relationship. • Identify with limited success the social, political, and economic characteristics and contributions of civilizations in China, India and Japan. • Identify with limited success the influence of Islam.

Social Studies Performance Level Descriptors
History
Grade 2

Content Standard 6.0	*1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*
EXCEEDS STANDARD	• Explain that July 4 was the day the Declaration of Independence was signed.
MEETS STANDARD	• Explain that the Fourth of July is celebrated to remember America's birthday.
APPROACHES STANDARD	• Explain how the Fourth of July is celebrated.
BELOW STANDARD	• Unaware of the meaning associated with the Fourth of July.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 6.0	*1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*
EXCEEDS STANDARD	• Describe significance of patriotic symbols, including the eagle, the flag, the Liberty Bell, and the Statue of Liberty. • Give examples of the hardships endured by pioneers.
MEETS STANDARD	• Identify patriotic symbols, including the eagle, the flag, the Liberty Bell, and the Statue of Liberty. • Describe the life of pioneers, including food, transportation, and clothing.
APPROACHES STANDARD	• Demonstrate limited recall of patriotic symbols. • Identify some characteristics of pioneer life.
BELOW STANDARD	• Unable to accurately identify the patriotic symbols of the United States. • Unable to provide a description of pioneer life.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 6.0	*1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*
EXCEEDS STANDARD	• Explain the importance and significance of the Declaration of Independence to the birth of our country and identify its authors. • Explain the significant contribution of several key people in the American Revolution. • Explain in detail facts about the War of 1812 and how it relates to the national anthem. • Cite specific examples of experience hardships of the pioneers along the Oregon and California trails such as the rate of illness and death, lack of food, and conflicts. • Accurately describe, with examples, how the explorers and settlers contributed to the development of Nevada, including James Beckworth, Kit Carson, John C. Fremont, Peter Skene Ogden, Jedidiah Smith, and Joseph Walker. • Describe the role of Generals Lee and Grant on the final outcome of the United States Civil War. • Describe the significance of when and why the symbols, mottoes, and slogans of Nevada, including "Battle Born," the state seal, Silver State, and the state flag were created.
MEETS STANDARD	• Describe the Declaration of Independence as the first step toward American independence. • Identify key people of the American Revolution, including George Washington and Benjamin Franklin. • Describe the relationship between the war of 1812 and the national anthem. • Describe the experiences along the Oregon and California Trails of pioneers such as the Donner Party. • Identify explorers and settlers in pre-territorial Nevada, including James Beckworth, Kit Carson, John C. Fremont, Peter Skene Ogden, Jedidiah Smith, Joseph Walker. • Identify the United States Civil War, its final outcome, including the Union and Confederacy and Generals Grant and Lee. • Explain the symbols, mottoes, and slogans related to Nevada, including "Battle Born," the state seal, Silver State, and the state flag.
APPROACHES STANDARD	• Identify the Declaration of Independence as an important document. • Confuse key people of the American Revolution. • Confuse the relationship between the War of 1812 and the national anthem. • Cite experiences of the pioneers, but cannot identify and locate the trails or the pioneer parties. • Identify some explorers and settlers and their contributions. • Recall some facts concerning the United States Civil War, but cannot distinguish between the Union and the Confederacy. • Identify most, but not all, of the slogans, symbols, and mottoes related to Nevada.
BELOW STANDARD	• Unable to provide any information concerning the Declaration of Independence. • Identify George Washington as the first President. • Unable to identify the connection between the national anthem and the War of 1812. • Unable to provide any description of westward pioneer movement. • Confuse early explorers and settlers. • Unable to identify the final outcome of the United States Civil War. • Confuse and omits many of the slogans, symbols, and mottoes related to Nevada.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 6.0	*1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*
EXCEEDS STANDARD	• Summarize the changes in life as a result of the major inventions of the Industrial Revolution, including the steam engine and textile machines. • Provide multiple examples of, and trace the effects of, laws and taxes enacted by the British on the American colonies, including the Stamp Act, Intolerable Acts, and the Quartering Act. • Provide detailed, significant examples of the ideas of the Declaration of Independence, including equality, the right to change government, and life, liberty, and the pursuit of happiness. • Identify the cause and effect connections between key people and events of the American Revolution, including King George III, George Washington, Battle of Saratoga, Valley Forge, Lexington and Concord. • Describe why the Articles of Confederation was necessary. • Describe the events that led to the development of the Constitution and explain how they impact for formation of the United States government. • Describe the debate over the ratification of the Constitution and explain why the Bill of Rights was added to the Constitution. • Provide detailed and significant examples of capitalism and free market economies. • Chronologically trace how the establishment of presidential precedents during Washington's administration, political parties, and the power of the Supreme Court and judicial review result in the early development of the United States. • Describe how the following are significant in creating a national economic identity and foreign policy: the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, and nativism. • Summarize the contribution of key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Lucretia Mott, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann. • Provide examples that explain how individual poets, writers, and linguists contributed to the development of a distinctive American Culture. • Describe how the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, and Mormon Trails, the Donner Party, and the California Gold Rush are examples of the motivations behind Manifest Destiny. • Describe the significance of the contributions of the explorers and settlers in pre-territorial Nevada. • Compare Mormon influence on the political and economic development in different areas of pre-territorial Nevada. • Describe connections between key people and significant events of the abolition movement, including Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth. • Summarize the connections and the significance of the causes, key people, events, and outcome of the Civil War, including States' Rights and slavery, the election of 1860, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant. • Describe the relationships between the key people and events that influenced Nevada's entrance into the Union.

MEETS STANDARD	• Describe major inventions of the Industrial Revolution, including the steam engine and textile machines. • Describe the effects of laws and taxes enacted by the British on the American colonies, including the Stamp Act, Intolerable Acts, and the Quartering Act. • Explain the major ideas expressed in the Declaration of Independence, including equality, the right to change government, and life, liberty, and the pursuit of happiness. • Describe key people and events of the American Revolution, including King George III, George Washington, Battle of Saratoga, Valley Forge, Lexington and Concord. • Identify the Articles of Confederation. • Explain why the Constitution was written. • Identify the principles of the Bill of Rights. • Define capitalism and free market economy. • Describe the early development of the United States government, including establishment presidential of precedents during Washington's administration, political parties, and the power of the Supreme Court and judicial review. • Describe the significance of the following in creating a national economic identity and foreign policy including, the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, and nativism. • Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Lucretia Mott, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann. • Recognize the development of a distinctive American culture, including contributions from literature, poetry, and language development. • Describe Manifest Destiny and the expansion of the United States, including the Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, and Mormon Trails, the Donner Party, and the California Gold Rush. • Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influence on the future, including Kit Carson, John Freemont, James Beckwourth, Peter Skene Ogden, Joseph Walker, Jedediah Smith, and the Mormons. • Describe the Mormon influence on the political and economic development of pre-territorial Nevada. • Define abolition and identify key people and events of the movement, including Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth. • Identify the causes, key people, and events, and outcome of the Civil War, including States' Rights and slavery, the election of 1860, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant. • Explain why Nevada was admitted into the Union.
APPROACHES STANDARD	• Identify some inventions from the Industrial Revolution. • Describe some of the effects of laws and taxes enacted by the British on the American colonies. • Explain some of the major ideas expressed in the Declaration of Independence. • Describe some key people and events of the American Revolution. • Identify some of the Articles of Confederation. • Demonstrates limited understanding of why the Constitution was written. • Identify some principles of the Bill of Rights. • Unable to accurately define both capitalism and free market economy. • Describe some areas of the early development of the United States government. • Describe how some of the following created a national economic identity and foreign policy, including the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, and nativism. • Identify some key people and events in the social reform movement of antebellum United States. • Identify some contributors to the development of a distinctive American culture. • Identify some elements of the expansion of the United States.

	• Identify some contributions of the explorers and settlers in pre-territorial Nevada. • Provide some descriptions of Mormon influence. • Define abolition and identify some key people and events. • Identify some causes, key people, and events of the Civil War. • Identify some reasons Nevada was admitted to the Union.
BELOW STANDARD	• Confuse inventions and their use. • Confuse the different laws and taxes enacted by the British on the American colonies. • Unable to identify the basic concepts expressed in the Declaration of Independence. • Confuse key people and events of the American Revolution. • Display limited understanding of the Articles of Confederation. • Unable to provide a reason for why the Constitution was written. • Confuse the principles of the Bill of Rights. • Unable to define either capitalism or free market economy. • Demonstrate limited understanding of the early development of the United States government. • Demonstrate limited understanding of the development of a national economic identity and foreign policy. • Confuse key people and events in the social reform movement of antebellum United States. • Fail to demonstrate an understanding of a distinctive American culture. • Unable to provide a coherent description of United States expansion. • Confuse contributions of the explorers and settlers in pre-territorial United States. • Unable to provide descriptions of Mormon influence. • Define abolition, but confuse key people and events. • Confuse causes, key people, and events of the Civil War. • Even with prompting, unable to identify reasons Nevada was admitted to the Union.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 6.0	*1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.*
EXCEEDS STANDARD	• Provide detailed and significant examples of the causes and results of the Industrial Revolution. • Provide a detailed description of European and American conflicts, including the political and diplomatic issues and their impact on the French and Indian War. • Explain the interrelationship of the political and economic causes and effects of the American Revolution. • Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and how they influenced the American Revolution. • Explain the importance of the events, major campaigns, and results of the American Revolution, including contributions of African and Native Americans. • Explain how the main political and economic issues of the Confederation period, including war debts, western land, trade, and taxation resulted in the need for the Constitutional Convention. • Describe the development of the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers. • Explain, with examples, the ramifications of the Bill of Rights, the Federalist Papers, and the ideas of the Anti-federalists, the personalities involved, and how these factors affected the ratification of the Constitution. • Explain, with specific examples, how the American Revolution impacted Europe and the Americas. • Compare and contrast the influence of Napoleon, Metternich, Marx, and the Congress of Vienna on European politics. • Describe how Beethoven, Byron, and Dickens are representative of their artistic period and style. • Describe, providing specific examples, the rise of national economies, the emergence of capitalism and the free market system. • Explain how the precedents set by the George Washington's administration, the Marshall Court, the extension of suffrage, and the creation of the two political parties led to the development of United States political institutions. • Explain, by using specific examples, how interchangeable parts and the factory system, trade, issues with Great Britain, the War of 1812, transportation systems, the Monroe Doctrine, and immigration influenced the development of United States foreign policy and a national economic identity. • Explain, in detail, how educational, prison, and mental health reform, religious revival, the Utopian movement, and women's rights affected the development of United States social institutions before the Civil War. • Describe, in significant detail, how the contributions of individuals in language, literature, and the fine arts led to the development of a distinctive American culture. • Explain, in detail, the relationship between Manifest Destiny and the specific events related to the expansion of the United States, including the Louisiana Purchase, the removal of the Eastern tribes, the Oregon and California trails, the Mexican War and subsequent acquisitions, the California Gold Rush, and the Homestead Act. • Describe the abolitionist movement, and describe the relationship of Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe to the movement. • Describe, using significant details, the cause and effect relationships, key personalities, events, and the final outcome of the United States Civil War including States' Rights and slavery, the election of 1860, Frederick Douglass, Abraham Lincoln, the Emancipation Proclamation, Vicksburg, and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.
MEETS	• Explain the causes and results of the Industrial Revolution.

STANDARD	• Describe the causes and effects of European wars, including the French and Indian War. • Explain the political and economic causes and effects of the American Revolution. • Identify the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influence on the American Revolution. • Describe the events, course, and results of the American Revolution, including the contributions of African and Native Americans. • Explain the issues of the Confederation period, including war debts, western land, trade, and taxation under the Articles of Confederation. • Describe the Constitution's underlying principles of checks and balances, federalism, limited government, popular sovereignty, and separation of powers. • Describe the issues involved in the ratification of the Constitution including the Bill of Rights, the main ideas of the Federalist Papers, and ideas of the Anti-federalists • Describe the influence of the American Revolution on European and American countries. • Discuss the political events, people, and ideas that influenced European politics including Napoleon, Metternich, Marx, and the Congress of Vienna. • Describe the achievements of European fine arts and literature including, Beethoven, Byron, and Dickens. • Describe the rise of national economies and the emergence of capitalism and the free market economy. • Explain the issues, events, and the roles of key people related to the development of United States political institutions including George Washington's administration, the Marshall Court, the extension of suffrage, and the creation of the two political parties • Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy. Include how the development of the factory systems and the impact of significant inventions such as the cotton gin and interchangeable parts, territorial, trade, and shipping issues with Great Britain, the War of 1812, the creation of a national transportation system, the Monroe Doctrine, and the growth and impact of immigration affected the development of United States. • Describe the social reform and religious movements of antebellum United States, which attempted to enhance American life. Include education reform, prison and mental health reform, religious revival, the Utopian movement, and women's rights. • Describe the contributions in language, literature, art and music that led to the development of a distinctive American culture include Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River school of art. • Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including the Louisiana Purchase, the removal of the Eastern tribes, the Oregon and California trails, the Mexican War and subsequent acquisitions, the California Gold Rush, and the Homestead Act. • Explain abolitionism and summarize the important abolitionists and slave revolts, including Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe. • Describe the causes, key people, events, and the final outcome of the United States Civil War, including States' Rights and slavery, the election of 1860, Frederick Douglass, Abraham Lincoln, the Emancipation Proclamation, Vicksburg, and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.
APPROACHES STANDARD	• Describe the causes and results of the Industrial Revolution with a lack of clarity and limited details. • Identify major European wars and their final outcomes but unable to provide causes and results. • Explain the political and economic causes of the American Revolution but unable to describe the effects. • Identify the ideas of John Locke, Thomas Paine, and Thomas Jefferson. • Describe some major events of the American Revolution but shows little understanding of contributions made. • Identify some of the political and economic issues that existed under the Articles of Confederation with limited information.

	• Identify checks and balances, federalism, limited government, popular sovereignty, and separation of powers as elements in the Constitution. • Identify the Bill of Rights, the Federalist Papers, and the Anti-federalists and that they affected the ratification of the Constitution but cannot tell why. • Provide in general terms, one example of the influence of the American Revolution on European and other American countries. • Identify Napoleon, Metternich, Marx, and the Congress of Vienna. • Identify Beethoven, Byron, and Dickens and some of their achievements. • Define national economies, capitalism, and free market economy. • Identify George Washington's administration, the Marshall Court, the extension of suffrage, and the creation of the political party system but unable to explain how they relate to the development of American political institutions. • Explain, with significant omissions, how the factory system developed, the territory and trade with Great Britain, the War of 1812, the formation of national transportation systems, the Monroe Doctrine, and the growth of immigration. Unable to identify how these events affected the development of United States foreign policy and national economic identity. • Identify the education, prison, and mental health reforms, religious revival, and Utopian and women's rights movements but unable to describe how they affected the development of United States social institutions before the Civil War. • Identify the work of Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River school of art. • Explain some of the events related to the expansion of the United States but cannot explain the concept of Manifest Destiny. • Explain that slavery was a problem addressed by the abolition movement, but unable to provide specifics. • Identify major personalities and the final outcome of the United States Civil War, but cannot describe causation or effects.
BELOW STANDARD	• Define the Industrial Revolution without explaining the causes and results. • Identify the French and Indian War, but unable to identify the results. • Provide limited information regarding the American Revolution. • Identify Thomas Jefferson and/or Thomas Paine with the American Revolution but unable to explain his role. • Identify the two parties involved in the American Revolution. • Unable to identify the political and economic issues occurring during the Confederation period. • List a few of the underlying principles of the Constitution, with limited understanding. • Identify the Bill of Rights as the first ten Amendments to the Constitution. • Unable to provide specific examples of the influence of the American Revolution on other countries. • Identify Napoleon and Karl Marx. • Unable to accurately identify Beethoven, Byron, and Dickens. • Define capitalism with no relationship to national economics or free market economy. • Unable to describe Washington's administration, the Marshall Court, extension of suffrage, and/or the creation of the two political party system with any detail or clarity. • Identify that the factory system, the War of 1812, the national transportation systems, the Monroe Doctrine, or the growth of immigration took place in the United States but unable to describe them or their impact. • Unable to explain the reform movements developing before the United States Civil War. • Confuse Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, or the Hudson River school of art. • Unable to explain the concept of Manifest Destiny or the events that took place in the expansion of the United States • Define abolitionism. • Identify the final outcome of the United States Civil War.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 7.0	*1860-1920 -- Students understand the importance and impact of political economic, and social ideas.*
EXCEEDS STANDARD	• Describe why Memorial Day and Veterans Day are national holidays and know the distinction between them.
MEETS STANDARD	• Identify the reasons Memorial Day and Veterans Day are national holidays.
APPROACHES STANDARD	• Know that Memorial Day and Veterans Day are holidays, but are confused about why they are celebrated.
BELOW STANDARD	• Unable to identify Memorial Day and/or Veterans Day as a holiday.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 7.0	*1860-1920 -- Students understand the importance and impact of political economic, and social ideas.*
EXCEEDS STANDARD	• Provide detail about the inventors' and discoverers' lives and why their contributions are important. • Explain reasons specific immigrant groups settled in an area and their contributions. • Cite specific reasons why Labor Day originated and how it became a national holiday. • Cite reasons for celebrating Memorial Day and Veterans Day and provide details about their origin.
MEETS STANDARD	• Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, and George Washington Carver. • Describe the contributions of immigrant groups to the United States • Describe the significance of Labor Day. • Describe the distinction between Memorial Day and Veteran's Day.
APPROACHES STANDARD	• Confuse inventors and discoverers with their contributions. • Define immigration with limited knowledge of the contributions made by immigrants to the United States. • Identify Labor Day as a national holiday, but is unable to explain its significance. • Identify Memorial Day and/or Veterans Day as national holidays but confuses why they are celebrated.
BELOW STANDARD	• Unable to provide examples of discoverers and their contributions. • Unable to define immigration. • Unable to identify Labor Day as a national holiday. • Unable to identify Memorial Day and/or Veteran's Day as national holidays.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 7.0	*1860-1920 -- Students understand the importance and impact of political economic, and social ideas.*
EXCEEDS STANDARD	• Describe the motivations for the 13th, 14th, and 15th Amendments to the Constitution. • Summarize and describe the impact of the Jim Crow laws. • Describe, with specific examples, the conflict between settlers and Native Americans during westward expansion. • Describe the significance to Native Americans of the actions taken by Sarah Winnemucca Hopkins. • Chronologically trace the development and impact of communication, farming, mining, ranching, and transportation on the western frontier. • Provide detailed descriptions of the new technologies that contributed to the industrialization of the United States. • Describe the impact of industrialists on industrialization of the United States • Describe the significance of immigrant and native groups to the development of Nevada and United States • Describe the events that led to the formation of labor unions, the goals set and chronologically trace their accomplishments. • Explain the relationship between the women's suffrage movement and the 19th Amendment. • Describe the significance of the Panama Canal, the Spanish-American War, and the expansion into Alaska and Hawaii to the United States. • Explain the causes, outcome, and consequences of World War I, including Sarajevo, the arms race, alliances, nationalism, weapons and tactics, the Fourteen Points, and the Treaty of Versailles.
MEETS STANDARD	• Identify the 13th, 14th, and 15th Amendments to the Constitution. • Identify the Jim Crow laws. • Discuss the conflict between settlers and Native Americans during the westward expansion. • Describe the role played by Sarah Winnemucca Hopkins. • Describe the western frontier, in terms of communication, farming, mining, ranching, and transportation. • Describe effects of industrialization and new technologies on the transformation of the United States, including the steel industry, mass production, the mechanized assembly line, and communication tools. • Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller. • Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States. • Describe the goals and accomplishments of labor unions. • Describe the women's suffrage movement and the 19th Amendment. • Describe the United States expansion, including Alaska, Hawaii, Panama Canal, and the Spanish-American War. • Identify causes, outcome, and consequences of World War I, including Sarajevo, the arms race, alliances, nationalism, weapons and tactics, the Fourteen Points, and the Treaty of Versailles.
APPROACHES STANDARD	• Identify, some but not all, of the 13th, 14th, and 15th Amendments to the Constitution. • Identify, with teacher prompting, some of the Jim Crow laws. • Display limited understanding of the conflict between settlers and Native Americans during westward expansion. • Describe, with limited knowledge, of Sarah Winnemucca Hopkins. • Identify some characteristics of the western frontier. • Define industrialization and identify some of the new technologies but unable to identify the effects on the United States. • Confuse American industrialists and their contributions.

	• Identify some of the immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States. • Inaccurately identify goals or accomplishments of the labor unions. • Identify the women's suffrage movement and the 19th Amendment. • Identify some of the United States expansion activities with limited or inaccurate information. • Identify, with limited detail and errors, the participants, causes and consequences of World War I.
BELOW STANDARD	• Confuse the 13th, 14th, and 15th Amendments to the Constitution. • Unable to identify Jim Crow laws. • Inaccurately describes the conflict between settlers and Native Americans during westward expansion. • Unable to identify of Sarah Winnemucca Hopkins. • Inaccurately describes the western frontier. • Unable to identify the effects of industrialization and/or new technologies. • Identify an American industrialist. • Unable to identify immigrant or native groups that contributed to mining, ranching, railroads, and commerce in Nevada or the United States. • Unable to identify the goals and accomplishments of the labor unions. • Provide no details of the women's suffrage movement and cannot state the purpose of the 19th Amendment. • Unable to cite examples of United States expansion. • Identify the final outcome of World War I but unable to identify causes, or consequences.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 7.0	*1860-1920 -- Students understand the importance and impact of political economic, and social ideas.*
EXCEEDS STANDARD	• Describe the impact of the successes and failures of the Reconstruction period. • Explain, in significant detail, the importance of the formation of the Tuskegee Institute by Booker T. Washington, the NAACP by W.E.B. DuBois, the NACW by Ida Wells, the prevalence of Jim Crow Laws, and Plessy vs. Ferguson concerning African-American Civil Rights. • Describe the Plains Wars, reservation system, and Dawes Act and accurately relate them to United States federal policy towards Native Americans. • Analyze, citing several specific examples, the importance of railroad expansion in settling the West. • Describe the reasons for the Populist Movement and the impact resulting from it • Describe how industrial technologies, innovations, and urbanization impacted the social and economic development of the United States, citing specific and detailed examples. • Describe the relationship between the development of corporate capitalism and J.P. Morgan, mass production, vertical and horizontal integration. • Describe, in detail, the reasons for waves of immigrants emigrating from other countries and give several specific examples of their subsequent impact on American society. • Describe nativism and how it impacted American attitudes and political policies toward immigrants. • Compare, contrast, and define the origins, issues, and people involved in the development of the labor movement. • Describe, with definitive examples, the major reforms, such as prohibition and trust busting, within the Progressive Movement. • Describe, with several specific examples, the development of the United States women's suffrage movement and the issues of the 19th Amendment. • Explain, using specific examples, the development of United States diplomacy and expansionist policy concerning Alaska, Hawaii, Panama Canal, Spanish American War, Open Door policy, Roosevelt's foreign policy, and Dollar Diplomacy. • Explain, effectively, the United States Mexican foreign policy during the early 20th century and its resulting consequences including the 1911 Revolution. • Explain the development and impact of European and Japanese expansion during the period 1860-1920. • Describe, with specific examples, the impact of imperialism, the arms race and alliances, Nationalism, weapons and tactics, the Fourteen Points, and Treaty of Versailles on the causes, course, character, and effects of World War I and the world afterward. • Explain, with significant details, the Russian Revolution, including the importance of the Romanovs, Lenin, the Bolsheviks, the Red and White Russians, and other key characters. • Explain, and quantitatively interpret, the relationships among literature, the fine arts, music and various leisure activities, giving significant examples of each.

MEETS STANDARD	• Summarize the successes and failures of the Reconstruction period. • Describe the key people and significant issues concerning African-American rights including, Booker T Washington and the Tuskegee Institute, Jim Crow laws, Plessy vs. Ferguson, W.B. DuBois and the NAACP, Ida B. Wells and the NACW. • Describe the United States federal policy toward Native Americans, in terms of the Plains Wars, the reservation system, and the Dawes Act. • Describe the role of railroads in the settlement of the West. • Describe the major causes, issues, and results of the Populist Movement. • Describe the effect of industrial technologies, innovations, and urbanization on United States social and economic development. • Describe the development of corporate capitalism including J.P. Morgan, mass production, and vertical and horizontal integration to it. • Explain the motivations for groups coming to the United States and describe their contributions to American society. • Describe nativism and explain the response to immigration into the United States. • Explain the origins and issues involved in the labor movements. • Describe the development and impact of the Progressive Movement including government reforms, prohibition and trust busting. • Describe the women's suffrage movement and the 19th Amendment. • Discuss, the causes, characteristics, and consequences of United States expansion and diplomacy including Alaska, Hawaii, Panama Canal, Spanish American War, Open Door Policy, Roosevelt's foreign policy and Dollar Diplomacy. • Explain the causes and effects of the Mexican Revolution of 1911. • Discuss the causes, characteristics, and consequences of European and Japanese expansion. • Describe the causes, course, character, and effects of World War I including, imperialism, the arms race and alliances, Nationalism, weapons and tactics, the Fourteen Points, and Treaty of Versailles. • Describe the causes and effects of the Russian Revolution including the Romanovs, Lenin, Bolsheviks, and the Red and White Russians. • Explain how fine arts, literature, and leisure activities were a reflection of the times.
APPROACHES STANDARD	• Identify the Reconstruction period with limited information and no examples. • Identify African-American rights after the Civil War but unable to specifically describe the different participants and events. • Identify the Plains Wars, reservation system, and/or Dawes Act, but unable to relate them to United States federal policy toward Native Americans. • Describe the growth of the railroads in the West but unable to explain the role it played in the settlement. • Define Populism. • Identify a few industrial technologies and innovations, but has difficulty connecting them with United States social and economic development. • Identify J.P. Morgan and mass production, but inaccurately describe corporate capitalism. • Identify that various peoples came to the United States, but unable to tell the causes or results of immigration. • Define nativism, but unable to accurately describe its impact on American attitudes and political policies. • Identify the organization of labor but unable to give specific reasons or results. • Define prohibition and the Progressive Movement, but cannot tell any other significant reforms. • Define the 19th Amendment, but unable to describe the United States women's suffrage movement with any accuracy. • Identify, as examples of United States diplomacy or policy, Alaska, Hawaii, Open Door Policy, Panama Canal, Spanish American War, Roosevelt's foreign policy, and Dollar Diplomacy. • Describe the Mexican Revolution of 1911in general terms. • Identify, with some errors, European and Japanese expansion from 1860-1920. • Describe World War I and the importance of some of the following, with errors: Imperialism,

	arms race and alliances, Nationalism, weapons and tactics, the Fourteen Points, and the Treaty of Versailles. • Describe a few of the key individuals such as Nicholas II and Lenin and their part within the Russian Revolution but unable to describe the causes of it. • Identify, with assistance, how the fine arts, music, literature, and leisure time activities are indicative of American society but have difficulty giving examples.
BELOW STANDARD	• Unable to define the Reconstruction period. • Inaccurately describe how racism existed after the Civil War. • Inaccurately identify reservation systems, Dawes Act, and the Plains Wars. • Identify that railroads moved west. • Unable to describe the Populist movement or its place in American politics or economic development. • Confuses industrial technologies or innovations. • Unable to identify mass production, J.P. Morgan, and/or corporate capitalism. • Identify that immigrants came to the United States • Define nationalism, with errors. • Identify one major labor movement. • Define prohibition, but cannot relate prohibition to a major reform movement in the United States • Define the 19th Amendment with prompting on its number. • Identify, as historically important, some of the following : Alaska, Hawaii, Open Door Policy, Panama Canal, Spanish American War, Roosevelt's foreign policy, Dollar Diplomacy. • Define Pancho Villa and tell about his exploits. • Unable to identify European or Japanese expansion from 1860-1920. • Identify World War I as an event involving the United States but unable to describe any causes, events, or people. • Unable to accurately describe the causes and effects of the Russian Revolution. • Identify examples of American literature, music, and leisure activities but cannot explain how they reflect American life.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 8.0	*1920-1945-- Students understand the importance and impact of political economic, and social changes in the world from 1920 to 1945.*
EXCEEDS STANDARD	• Define totalitarianism and give examples. • Describe the technological and scientific advancements of the airplane, radio, automobile, and household appliances and detail the specific changes that have resulted. • Cite specific examples of how literature, music, and visual arts were a reflection of this period of time. • Provide detailed descriptions of events that contributed to the Great Depression. • Provide detailed, significant examples of how the Great Depression and the New Deal affected life in the United States. • Describe the causes of World War I, chronologically trace the course of events, and name the key people of World War II. • Describe the origins of the holocaust, key elements and its outcome. • Describe, with significant examples, how United States civilians responded to the war effort.
MEETS STANDARD	• Define totalitarianism. • Identify scientific and technological advancements, including the airplane, radio, automobile, and household appliances, and explain their impact. • Explain how literature, music, and visual arts were a reflection of this period of time. • Describe events that contributed to the Great Depression, including the Dust Bowl and the stock market crash. • Describe how the Great Depression and the New Deal affected life in the United States. • Identify causes, effects, and outcome of World War II, including the legacy of World War I, Peal Harbor, the Big Four, Axis powers and their leaders, the atomic bomb, and the United Nations. • Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "the final solution," and the internment and death camps. • Identify the effects of World War II on the home front in the United States and in Nevada, including the end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."
APPROACHES STANDARD	• Define totalitarianism with teacher prompting. • List scientific and technological advancements of the time but unable to explain their impact. • Identify examples of literature, music, or visual arts of this period of time, but unable to explain their reflection of the times. • Identify the general elements that contributed to the Great Depression but unable to explain why they contributed. • Identify the Great Depression and examples of New Deal legislation but unable to describe how they are related or affected life in the United States. • Identify the major participants of World War II and its final outcome but unable to describe the causes, course and/or consequences. • Identify the final outcome of the Holocaust. • Identify the obvious effects of World War II on the home front.
BELOW STANDARD	• Unable to define totalitarianism. • Unable to describe advancements with any detail. • Confuses examples of literature, music, and visual arts of this period and unable to explain how they are a reflection of this period. • Unable to describe any elements that led to the Great Depression. • Unable to provide any descriptions of the Great Depression and the New Deal. • Identify the final outcome of World War II. • Unable to identify the Holocaust. • Unable to identify the effects of World War II on the home front.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 8.0	*1920-1945-- Students understand the importance and impact of political economic, and social changes in the world from 1920 to 1945.*
EXCEEDS STANDARD	• Describe, using several examples, the rise and interrelationships of totalitarian societies in Europe, Asia, and Latin America. • Summarize, describe, and assess, with significant examples, the impact of the new technologies of the period, in communication, transportation, and manufacturing, on United States society. • Describe, using specific multiple examples, the continuing tensions in the United States concerning radical politics, immigration restrictions, religious fundamentalism, and racism. • Describe, with specific examples, the interrelationships of education, the media, leisure activities, the arts, and other factors, which reflected and impacted the cultural development of American society. • Research and accurately compare and contrast the issues and events leading to the Great Depression including, but not limiting research to, agriculture, the stock market, finance, industry, and banking. • Using several specific examples, describe both the short term and lasting impacts of the New Deal policies and programs on United States social, political, diplomatic, and economic institutions. • Explain both the short and long term legacy of WWI campaigns and strategies, atomic bomb, significant military, political, and scientific leaders, United Nations, United States changing world status and war crimes trials on World War II and on the post-war worker. • Research and explain, with significant detail, the Nazi policies leading to the Final Solution, paying particular attention to Aryan supremacy, Nuremburg Laws, Kristallknacht, various types of camps, and the resulting creation of Israel. • Describe, using multiple examples, both the short term and lasting impact of WWII in general and specifically Nisei internment camps, technologies, economic developments, civil rights, and the GI Bill on United States culture and society.
MEETS STANDARD	• Using limited examples, describe the rise of totalitarian societies in Europe, Asia, and Latin America. • Analyze an example of the new technologies of the period, such as in communication, transportation, and manufacturing, and tell how it impacted the way of life in the United States • Describe, with an example of each, the social tensions in the United States concerning radical politics, immigration restrictions, religious fundamentalism, and racism. • Describe, with an example of each, how education, media, leisure activities, and the arts reflected and impacted American society. • Explain the major economic issues and events causing the Great Depression, paying particular attention to the impact of agriculture, the stock market, finance, industry, and banking. • Describe, with examples, the policies and programs of the New Deal and their effect on social, political, diplomatic, and economic institutions. • Describe in general terms the importance of the legacy of WWI; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; United Nations; United States changing world status; and the war crimes trials in dealing with the cause, course, character, and effects of WWI. • Describe the major causes, scope, and effects of the Holocaust, paying particular attention to Aryan Supremacy, Nuremburg Laws, Kristallnacht, the Final Solution, types of camps and the subsequent creation of Israel. • Explain with examples, the effects of WWII and more specifically the Nisei internment camps, technologies, economic developments, civil rights, and the GI Bill on the United States
APPROACHES	• Define totalitarian society and give two examples for this time period.

STANDARD	• Identify, with assistance, an example of new technologies of the period but with limited success in explaining how this technological advance impacts American society. • Define radical politics, immigration restrictions, religious fundamentalism, and racism, but with difficulty giving specific examples from this time period. • Identify education, media, leisure activities, and arts as parts of American society but with difficulty giving examples. • Explain with difficulty, requiring assistance, a few of the issues and events which caused the Great Depression. • Describe the New Deal but has difficulty giving more than one or two examples of programs or policies. • Describe some of the following and show their importance to World War II: legacy of WWI, campaigns and strategies, atomic bomb, significant military, political, and scientific leaders, United Nations, United States changing world status, and war crimes trials. • Define the Holocaust and, with assistance, describe parts of the Final Solution. • Describe in general terms the impact of WWII on the United States but with difficulty giving examples.
BELOW STANDARD	• Identify one or two examples of aggressive countries during this time period. • Explain the technological advances made during the period but cannot tell how they impacted American society. • Identify one or two social problems of this period. • Unable to define American society without significant errors or omissions. • Describe, with assistance, the stock market crash as the sole cause of the Great Depression. • Identify the New Deal as important policy. • Identify World War II but unable to describe the causes, course or results. • Define the Holocaust as only the event where Jews died in the death camps. • Unable to explain the impact of WWII on the United States.

Social Studies Performance Level Descriptors
History
Grade 3

Content Standard 9.0	*1945-1990 -- Students understand the impact of the emergence of new world powers.*
EXCEEDS STANDARD	• Cite significance of Martin Luther King, Jr.'s role with civil rights.
MEETS STANDARD	• Identify Martin Luther Ling, Jr. and explain why we recognize his birthday.
APPROACHES STANDARD	• Recognizes the name of Martin Luther King, Jr. and is aware of a holiday in his name.
BELOW STANDARD	• Unaware of a holiday to recognize Martin Luther King, Jr.'s birthday.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 9.0	*1945-1990 -- Students understand the impact of the emergence of new world powers.*
EXCEEDS STANDARD	• Cite significant examples that demonstrate how science and technology have changed personal lives in the United States since World War II. • Describe the major points of Martin Luther King, Jr.'s "I Have a Dream" speech and provide examples of how it is relevant to the civil rights movements.
MEETS STANDARD	• Identify major advancements in science and technology, including television and computers. • Identify the major points in Martin Luther King, Jr.'s "I Have a Dream" speech.
APPROACHES STANDARD	• Cite examples of modern technology, but not how it has affected daily lives. • Explain that Martin Luther King, Jr. wrote the "I Have a Dream" speech, but unable to cite major points or reasons why it is a significant speech.
BELOW STANDARD	• Unable to identify that technology such as televisions and computers weren't always in the home. • Identify Martin Luther King, Jr.'s birthday as a holiday.

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 9.0	The Twentieth Century, A Changing World: 1945–1990: ***Students understand the shift of international relationships and power as well as the significant developments in American culture.***
EXCEEDS STANDARD	• Describe and connect the influences of the Cold War, including the Marshall Plan, Berlin Blockade, NATO, Warsaw Pact, and Cuban Missile Crisis. • Summarize and describe the significance of elements created by the Cold War, including the arms race/ nuclear testing, McCarthyism, and the space race. • Describe significant events of the United Nations involvement, including the causes of the involvement and the outcome. • Chronologically trace and connect their acts of science and technology on the United States after World War II, including television, electronics/computers, rocketry, and medical advances. • Analyze current and historical demographics to predict future trends with justifications. • Describe the significance of military and atomic testing and their long-term effects on Nevada. • Chronologically trace the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada. • Summarize and describe causes and effects of the Vietnam War using detailed and significant examples of the war and reactions in the United States • Systematically organize ideas, restate facts, and share information in detail of the breakup of the USSR and end of the Cold War. • Summarize and describe the significant changes in gaming in Nevada and how they have affected tourism. • Analyze the impact art, music, theatre, films, literature, leisure time activities, and the news media had on American society.
MEETS STANDARD	• Define the Cold War, including the Marshall Plan, Berlin Blockade, NATO, Warsaw Pact, and Cuban Missile Crisis. • Identify the effects of the Cold War on the United States, including the arms race/ nuclear testing, McCarthyism, and the space race. • Explain why the United Nations was involved in the Korean War and the outcome of its involvement. • Define and explain how demographics have changed in the United States. • Describe the impact of the United States military and atomic testing in Nevada. • Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King, Jr., Brown vs. Board of Education, voting rights, integration, and Grant Sawyer. • Identify the causes and effects of the Vietnam war, including Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft/lottery, and POW/MIA. • Describe the significance of the breakup of the USSR, including the fall of the Berlin Wall, collapse of Communism, and the end of the Cold War. • Describe the effects of tourism and gaming on Nevada. • Identify examples of art, music, theatre, films, literature, and leisure time activities, and the news media and their impact on American Society.
APPROACHES STANDARD	• Unable to accurately define the factors of the Cold War, including the Marshall Plan, Berlin Blockade, NATO, Warsaw Pact, and Cuban Missile Crisis. • Describes, with limited information, the effects of the Cold War, including the arms race/ nuclear testing, McCarthyism, and the space race. • Describe with incomplete information how the United Nations came to be involved in the Korean War. • Discuss how science and technology changed life in the United States after World War II, including television, electronics/computers, rocketry, and medical advances. • Identify some scientific and technological changes in the United States after World War II,

	including television, electronics/computers, rocketry, and medical advances. • Describes, with limited information, demographics and how they have changed in the United States. • Describe military and atomic testing but unable to link impacts to Nevada. • Identify some of the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada. • Describe, with limited information, the causes and effects of the Vietnam War and may confuse significant events. • Identify some elements of the breakup of the USSR and the end of the Cold War buy may cite inaccuracies and/or confuse events. • Identify only obvious effects of tourism and gaming on Nevada. • Identify some examples of how art, music, theatre, film, literature, and the news media impacted American Society.
BELOW STANDARD	• Inaccurately defines the Cold War. • Identifies the Cold War as tensions between the United States and the USSR but unable to describe the effects of the Cold War on the United States • Unable to describe the United Nation's involvement in the Korean War. • Confuse changes in scientific and technology after World War II. • Unable to interpret demographics. • Inadequately describe military and atomic testing. • Identify that there was a modern Civil Rights movement in the United States and Nevada. • Identify the Vietnam War but unable to provide examples of major events. • Display limited understanding of the breakup of the USSR and the end of the Cold War. • Unable to relate tourism to gaming in Nevada. • Display limited understanding of how art, music, theatre, film, literature, and the news media impacted American Society.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 9.0	*1945-1990 -- Students understand the impact of the emergence of new world powers.*
EXCEEDS STANDARD	• Analyze with supporting detail the causes and effects of the Cold War on foreign policy and economic issues related to Europe (Marshall Plan, Berlin, and NATO), the Middle East (Egypt, Israel, Afghanistan), Asia (Japan, China, Korea, Vietnam, and SEATO), and the Americas (Cuba and the United States). • Provide detailed, significant examples of the effect of the Cold War on the United States, including arms race/nuclear testing, McCarthyism, space race, and the Cuban Missile Crisis. • Analyze with supporting detail the cause, course, and character of the Korean War, including the United Nations Security Council, Pusan Perimeter, MacArthur, Inchon, Yalu River, Panmunjon, and the 38th Parallel. • Analyze with supporting detail how and why African and Asian peoples achieved independence from colonial rule. • Analyze with supporting examples how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics. • Analyze with supporting evidence the cause, course, character, and effects of the Vietnam War including the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, and American with Disabilities Act. • Analyze with significant detail the changes in United States political culture including the role of the media, Watergate, the United States hostage crisis in Iran/Contra Affair, and Grenada/Panama. • Analyze with significant detail how the foreign policies of Nixon, Reagan, and Bush contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, and Star Wars. • Analyze with supporting examples the geopolitical changes in the world due to the disintegration of Communism. • Analyze with supporting examples the impact of art, music, theatre, film, literature, and the news media on American society.
MEETS STANDARD	• Describe the causes and effects of the Cold War on foreign policy and economic issues related to Europe (Marshall Plan, Berlin, and NATO), the Middle East (Egypt, Israel, Afghanistan), Asia (Japan, China, Korea, Vietnam, and SEATO), and the Americas (Cuba and the United States. • Describe the effects of the Cold War on the United States, including the arms race/nuclear testing, McCarthyism, space race, and the Cuban Missile Crisis. • Describe the cause, course, and character of the Korean War, including the United Nations Security Council, Pusan Perimeter, MacArthur, Inchon, Yalu River, Panmunjon, and the 38th Parallel. • Explain how and why African and Asian people achieved independence from colonial rule. • Describe how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics. • Describe the causes, course, character, and effects of the Vietnam War including the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, and Americans with Disabilities Act. • Describe the changes in United States political culture including the role of the media, Watergate, the United States hostage crisis in Iran/Contra Affair, and Grenada/Panama. • Describe how the foreign policies of Nixon, Reagan, and Bush contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, and Star Wars. • Describe the geopolitical changes in the world due to the disintegration of Communism. • Summarize the impact of art, music, theatre, film, literature, and the news media on American society.

APPROACHES STANDARD	• Describe with limited details, the causes and effects of the Cold War on Europe, the Middle East, Asia, and the Americas. • Identify some effects of the Cold War on the United States but cannot describe them. • Describe, with limited information, the cause, course, and character of the Korean War, including the United Nations Security Council, Pusan Perimeter, MacArthur, Inchon, Yalu River, Panmunjon, and the 38th Parallel. • Explain, limited recall, of how and why African and Asian peoples achieved independence from colonial rule. • Identify examples of postwar developments in science and technology but cannot explain their influence. • Describe, limited recall, the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, and Americans with Disabilities Act. • Identify some examples of changes in the United States political culture but cannot describe them. • Identify the foreign policies of Nixon, Reagan, and Bush but not able to explain how they contributed to the end of the Cold War. • Identify geopolitical changes in the world but cannot attribute them to the disintegration of Communism. • Identify some examples of the art, music, theatre, film, literature, and the news media, but cannot explain their impact on American society.
BELOW STANDARD	• Unable to provide a coherent description of the causes and effects of the Cold War on foreign policy and economics issues related to Europe, the Middle East, Asia, and the Americas. • Identify that the Cold War affected the United States but cannot explain how. • Unable to provide a coherent description of the cause, course, and character of the Korean War. • Identify that African and Asian peoples achieved their independence from colonial rule but cannot provide examples. • Identify that postwar science and technology influence daily life but unable to explain how • Unable to provide a coherent description of the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, and Americans with Disabilities Act. • Identify that changes in the United States political climate have taken place, but cannot give examples. • Identify that Nixon, Reagan, and Bush contributed to the end of the Cold War, but cannot explain how. • Identify that geopolitical changes have taken place in the world due to the disintegration of Communism but cannot give examples. • Identify that art, music, theatre, film, literature, and the news media impact American society.

Social Studies Performance Level Descriptors
History
Grade 5

Content Standard 10.0	*1990-Present – Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*
EXCEEDS STANDARD	• Identify significant examples of worldwide major news events and relate their impact on society to themselves and to their community.
MEETS STANDARD	• Identify major news events on the local, state, national, and world level.
APPROACHES STANDARD	• Cite examples of news events but are unable to categorize events into local, state, national, or world level.
BELOW STANDARD	• Unable to distinguish between major news events and "sensationalized" news (e.g., stories found in The Star).

Social Studies Performance Level Descriptors
History
Grade 8

Content Standard 10.0	*1990-Present – Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*
EXCEEDS STANDARD	• Provide detailed, significant examples of scientific and technological developments and explain how they affect the world. • Able to cite world issues and describe the effect on local, state, national, and international levels.
MEETS STANDARD	• Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances. • Describe major world issues, including ethnic and/or religious conflicts, and environmental and/or health issues.
APPROACHES STANDARD	• Identify some scientific and technological development but unable to provide information on why those developments are significant. • Able to describe major world issues, but lack accuracy and organization.
BELOW STANDARD	• Identify the personal computer, Internet, and satellite but unable to identify them as scientific and technological developments. • Describe major world issues with descriptions that are incomplete and erroneous.

Social Studies Performance Level Descriptors
History
Grade 12

Content Standard 10.0	*1990-Present – Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*
EXCEEDS STANDARD	• Analyze the significance of scientific and technological achievements with supporting examples. • Provide a detailed analysis of political and economic alliances on regional and global levels. • Describe how global issues affect nations differently including human rights, the environment, world/United States regional conflicts, and medical concerns, with specific references and great detail. • Analyze the causes and effects of the Persian Gulf War, with significant detail. • Analyze how the political climate in the United States is changing and provide supporting evidence. • Provide a wide variety of examples to show how literature, music, and the visual arts are a reflection of the times.
MEETS STANDARD	• Identify and explain the implications of scientific and technological achievements, including the personal computer, the Internet, the use of satellites, and biotechnology. • Describe the effects of political and economic alliances on regional and global levels (e.g., NAFTA—economic; NATO—defense.) • Describe how global issues affect nations differently, including human rights (e.g., treatment of prisoners), the environment (e.g., destruction of the rain forest), world/United States regional conflicts (e.g., conflict in Kosovo) and medical concerns e.g., AIDS. • Explain the causes and effects of the Persian Gulf War, including the Kuwait invasion, the world oil supply, and changing alliances. • Describe the changing political climate in the United States, including the role of the media, the Clinton impeachment, and the changing political spectrum. • Explain how literature, music, and the visual arts are a reflection of the times and give examples.
APPROACHES STANDARD	• Identify scientific and technological achievements but cannot explain the implications of the personal computer, the Internet, the use of satellites, and biotechnology. • Identify examples of political and economic alliances at regional or global levels, but cannot give the purpose of the alliances. • Identify global issues but cannot explain how they affect the United States and other nations differently. • Display minimal knowledge of the Persian Gulf War with reference to the invasion of Kuwait, the world oil supply and is unable to identify changing alliances. • Describe the contributing factors to the change in political climate including the role of the media, the Clinton impeachment, and the challenging political spectrum, but cannot give examples. • Describe, with limited recall, how literature, music, and the visual arts are a reflection of the times.
BELOW STANDARD	• Identify that there have been scientific and technological achievements, but are unable to provide examples. • Unable to give examples of political or economic alliances at regional or global levels. • Unable to identify global issues. • Identify that a war took place in the Persian Gulf but cannot give facts related to causes and effects. • Identify that the political climate in the United States is changing and continues to change but cannot give supporting evidence. • Describe that literature, music, and the visual arts reflect the current society but cannot give examples.

DRAFT Nevada Social Studies Standards

History Glossary

Preagricultural societies: Societies in which life is characterized by hunting and gathering, small social units (families or clans), and relatively simple political organization.

Graphic organizer: Any visual diagram, chart, graph, or other pictorial device that displays relationships between events, issues, or other content.

Time line: A linear diagram indicating people, events, and/or issues, in chronological order.

Tiered time line: A linear diagram indicating a comparison of people, events, and/or issues in two or more locations during the same time period.

Informational tools: formats in which information is presented, such as charts, diagrams, graphs, tables, maps, political cartoons, or photographs.

bias:
cultural context
C.E.
B.C.E
hunter-gatherer
feudalism
fine arts
hereditary monarch
nationalism
Confederation period
federalism
Anti-federalism
popular sovereignty
Utopian movement
religious revivals
Jim Crow laws
Populist movement
Manifest Destiny
mass production
mechanized assembly line
vertical integration
horizontal integration
corporate capitalism
Watergate
geopolitics
Détente
disarmament treaties
political spectrum

economic alliances
political alliances
foreign ploicy
NAACP
NACW
nativism
states' rights
Emancipation Proclamation

Industrial Revolution
Industrialization
corporate capitalism
imperialism
alliances
nationalism
tactics
radical politics